



Kenton County School District | It's about ALL kids.

**THE KENTON COUNTY BOARD OF  
EDUCATION**

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Dr. Henry Webb, Superintendent of Schools

**KCSD ISSUE PAPER**

**DATE:**

5/21/2020

**AGENDA ITEM (ACTION ITEM):**

Consider/Approve updates to the Kenton County School District Certified Evaluation Plan (CEP).

**APPLICABLE BOARD POLICY:**

03.18- Evaluation

**HISTORY/BACKGROUND:**

The Kentucky Department of Education has adopted the Kentucky Professional Standards for Educational Leaders (KYPSEL) beginning the 2020-2021 school year. These new ten standards impact principals' and assistant principals' evaluation criteria, and require changes to be made in the Certified Evaluation Plan (CEP). A certified evaluation committee came together as 50% teachers and 50% administrators to make adjustments to the CEP.

**FISCAL/BUDGETARY IMPACT:**

n/a

**RECOMMENDATION:**

Approval of updates to the Kenton County School District Certified Evaluation Plan (CEP).

**CONTACT PERSON:**

Malina Owens

\_\_\_\_\_  
Principal/Administrator

*Malina Owens*  
\_\_\_\_\_  
District Administrator

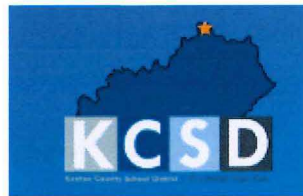
*[Signature]*  
\_\_\_\_\_  
Superintendent

Use this form to submit your request to the Superintendent for items to be added to the Board Meeting Agenda.

Principal –complete, print, sign and send to your Director. Director –if approved, sign and put in the Superintendent's mailbox.

**Kenton County Board of Education**

Board Members: Carl Wicklund, Chairperson Karen L. Collins, Vice Chairperson Carla Egan Shannon Herold Jessica Jehn  
"The Kenton County Board of Education provides *Equal Education & Employment Opportunities.*"



# Kenton County School District Certified Evaluation Plan Effective July 2020

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## District Certified Evaluation Plan

Practices of certified personnel should provide for the fullest development of each student regardless of ability, past experiences, social or economic status, or any other individual difference. Evaluation becomes a means for determining if these standard practices are used. The continuous development of certified personnel's knowledge and skills through meaningful and timely experiences will lead to more confident and productive certified staff. There shall be ongoing evaluation of the performance of teachers, other certified personnel, principals, assistant principals, and district certified personnel in order to:

- a. Improve instruction.
- b. Provide a measure of performance accountability to citizens.
- c. Foster professional growth.
- d. Support individual personnel decisions.

Since the purpose of evaluation is to improve the instruction of our students and the administration of our schools and district it is understood that a firm commitment must be made of staff time and of district resources to the process of evaluation. This system combines evaluation with improvement strategies and emphasizes the importance of interaction between the evaluator and evaluatee. It places as much importance on the strengths as on the needed improvements of the certified personnel. This evaluation process is ongoing and uses a combination of formative and summative data. It is designed to communicate the evaluatee's performance and to assist the evaluatee in becoming even more effective. It will also help to promote more effective communication and higher levels of trust between evaluator and evaluatee.

### Evaluation Committee

Pursuant to KRS.156.557 and consistent with Article 9.3 of the contractual agreement between the Kenton County Board of Education and the Kenton County Education Association, all evaluations of certified employees below the level of the superintendent shall be in writing on evaluation forms and under procedures developed by a committee composed of an equal number of teachers and administrators. Ne fewer than three (3) representatives from each party to the contractual agreement shall be included on the committee. Each party to the agreement shall select its own representatives. The

committee shall develop procedures consistent with KRS 156.557 and the negotiated contract. The procedures shall include both formative and summative activities.

The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Kenton County Board of Education and the Kentucky Department of Education. Any changes in policy shall only be made with the mutual agreement of the Kenton County Education Association and the Kenton County Board of education per Article IX of the teacher's contract.

Current Evaluation Committee Members:

Teachers- Lisa Handlon, Beth King, Reta Vann, Laura Schneider, Susie Morehead, Leann Lewis, and Lisa Meier.

Administrators- Brennon Sapp, ~~Kim Banta~~ Tara Drysdale, Malina Owens, Martha Setters, Shannon Gross, Tina Wartman, and Shawna Harney.

### Roles and Definitions

1. Administrator: A certified staff person who devotes the majority of employed time in a position for which administration certification is required by the Education Professional Standards Board.
2. Assistant Principal: An administrator 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.
3. Conference: A meeting that includes a conversation between the evaluator and evaluatee for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and that leads to the establishment or revision of a professional growth plan.
4. District Certified Personnel: district certified personnel other than district administrators, such as consultant, coordinator, etc.
5. Elements: refer to the 25 elements of the PPR instrument.
6. Evaluation Method and Target Dates: projected date(s) for completion of activities and method by which an individual will show evidence of attainment.
7. Evaluator: A certified staff person who devotes the majority of employed time in a position for which administration certification is required by the Education Professional Standards Board.
8. Evaluatee: District/School personnel being evaluated.
9. Evidence: the collected body of observations, data, and artifacts which are used to support a performance/overall rating.

10. Formative Evaluation: a continuous cycle of collection evaluation evidence and providing written and/or verbal feedback, with suggestions regarding the certified employee's professional growth and performance.
11. Indicators: refer to specific performance indicators listed under each element.
12. Job Category: a group or class of positions with closely related functions (e.g., principal, consultant, director).
13. Kentucky Framework for Personnel Evaluation: is a foundational document for Kentucky Educators. The components were adopted from Charlotte Danielson's Framework for Teaching. The framework divides the activity of teaching into four domains of responsibility. (Planning& Preparation, Classroom Environment, Instruction, and Professional Responsibilities)
14. Measure: refers to the Kentucky Framework/Professional Practices Rubric; Planning, Environment, Instruction, and Professionalism.
15. Objectives: refer to a description of desired outcome/goal as a result of the implementation of the Professional Practices Growth Plan.
16. Observation: a process of gathering information by observing the performance of duty in comparison with predetermined criteria.
17. Evaluation Training:  
Section 6. Training and Testing of Evaluators.
  1. The district shall include evaluator certification and observation training in the district's certified evaluation plan submitted to the department for approval pursuant to Section 3 of this administrative regulation.
  2. The district shall ensure an evaluator meets the requirements in the district's evaluation plan prior to conducting a formative or summative evaluation.
  3. An evaluator shall be trained, tested, and approved according to this administrative regulation and the district's certified evaluation plan.
  4. Evaluator training shall include:
    - (a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;
    - (b) Training on KRS 156.557 and the requirements of this administrative regulation;
    - (c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and
    - (d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.
18. Other Professionals: certified personnel other than teachers or administrators, such as Counselors, school psychologists, speech therapists, library/media specialists, etc.
19. Performance Criteria: the areas, skills, or outcomes on which certified personnel shall be evaluated, based on position and the district plan.
20. Performance Measure Rating: the summative description of an evaluatee's performance and includes the following for all district certified positions.

- a. Exemplary- consistently exceeds expectations for effective performance within professional practice and overall. Model employee, well above performance expectations, district/teacher leader.
  - b. Accomplished- consistently meets performance expectations for effective performance within professional practice and overall.
  - c. Developing- inconsistently meets performance expectations for effective performance practice and overall.
  - d. Ineffective- consistently fails to meet expectations for effective performance within professional practice and overall. Employee is in danger of termination or non-renewal if improvement is not made.
21. Present Stage of Performance: indicates the individual's current level of performance as it would specifically relate to elements, indicators, objectives, standards, measures, etc.
  22. Principal: an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board.
  23. Professional Growth Plan (PGP): An individualized plan that is focused on improving professional practice, leadership skills, and is aligned with the Kentucky Framework/Professional Practices Rubric. A PGP may be self directed, directed, or assistance based on the Kentucky Framework/Professional Practices ratings in collaboration with the evaluator.
  24. Professional Practice Rubric (PPR): tool used ~~for~~ to assist in developing Professional Practices Growth Plan and summative teacher evaluation.
  25. Self Reflection: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of self improvement and identifying areas for professional learning and growth.
  26. Specific Plans and Activities for Achieving Objectives: lists the specific activities in which the individual plans to engage to reach the specified objective.
  27. Summative Evaluation: the summary of and conclusions from the evaluation evidence, including formative evaluation evidence that occurs at the end of an evaluation cycle and includes a conference between the evaluator and evaluatee, and a written report with written comments on each measure of the Ky Framework /PPR.
  28. Teacher: a certified individual, including those holding a statement of eligibility for provisional certification, who have been assigned responsibility for student learning in a subject or course.

### The Professional Practices Rubric (PPR)

The Professional Practices Rubric is aligned to the Framework for Teaching and designed to support student achievement and professional practice through the measures of Planning and Preparation, Classroom Environment, Instruction, Assessment, and Professional Responsibilities. The rubric also includes themes such as equity, cultural competence, high expectations, developmental

appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting a teacher's professional practice will be situated within one of more of measures of the PPR.

The use of professional judgment based on multiple sources of evidence promotes a more 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 will 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 such as school specific priorities that may drive practice in one measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self Reflection
- Observation
- Assessment Domain of PPR

The evaluation procedures and forms shall be designed to support individual personnel decisions. The performance criteria on which teachers, other certified employees, administrators, and district certified employees shall be evaluated shall include, but not be limited to:

- a. Performance to professional responsibilities

- b. Demonstration of effective planning of curricula, classroom instruction, and classroom management based on research based instructional practices or school management skills based on validated managerial practices.
- c. Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques.
- d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences.
- e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others.
- f. Performance of duties consistent with the goals for Kentucky students and mission of the district, school, local community, laws, and administrative regulations.
- g. Demonstration of the effective use of resources, including technology.
- h. Demonstration of professional growth.
- i. Adherence to the professional code of ethics.

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

- All certified school personnel shall be made aware of the criteria on which they are to be evaluated at the beginning of the evaluation period. The evaluation criteria and process used to evaluate certified personnel shall be explained to and discussed with certified school and district personnel 30 calendar days of reporting for employment for each school year. Attendance shall be documented.
- Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

- Evaluation procedures and forms shall be thoroughly reviewed and distributed to each evaluatee. A general timetable shall be established for completion of the required evaluations.
- Individual conferences may also be scheduled as needed. Attendance shall be documented.
- Evaluation forms or instruments shall be specific for each position or job category. The Evaluation Committee shall approve the forms. Forms in use in Kenton County are:
  - a. Teacher Evaluation Pre-Observation Conference Guide
  - b. Teacher Evaluation Formal Observation Notes
  - c. Professional Practices Rubric
  - d. PPR/Ky Framework for Teaching Summative Page
  - e. Professional Practices Growth Plan
  - f. Counselor PPR Framework, Observation Tool, Overall Summative
  - g. Library Media Specialists Framework, Observation Tool, Overall Summative
  - h. Speech Pathologist Framework, Observation Tool, Overall Summative
  - i. Psychologist Framework, Observation Tool, Overall Summative Tool
  - j. Administrator Standards/Ky Framework, Overall Summative Tool
  - k. ~~Principal Performance Standards~~/Ky Framework/**Kentucky Professional Standards for Educational Leaders (KYPSEL)** , Overall Summative Tool

### Professional Practice

Professional Practices Growth Planning and Self Reflection

The evaluation system shall include a Professional Practices Growth Plan, whereby the evaluatee is given assistance or enrichment for becoming more proficient. The evaluation system shall include a professional growth plan for all certified personnel below the level of the superintendent, aligned with specific goals and objectives of the school improvement plan or district improvement plan, and shall be reviewed at least annually. The Professional Practices Growth Plan is an on-going learning tool that may be revisited throughout the academic year. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

The Professional Practices Growth Plan will address realistic, focused, and measureable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. This individualized plan shall be used as means of performance improvement. Professional Practices Growth Plans may remediate weaknesses and/or provide for growth. All certified employees shall develop a Professional Practices Growth Plan that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:346.

Throughout the evaluation process, the evaluator/evaluatee shall use the PPR/Ky Framework/Specialists Framework. The Professional Practices Growth Plan shall be reviewed and revised throughout the evaluation process. Each certified staff member is responsible to initiate, implement, monitor, revised (as needed) and document the completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Certified staff members are encouraged to review the district and school improvement plan and the professional development plan when considering areas for improvement.

Reflective practices and professional growth planning are iterative processes. The certified staff member (1) reflects on his or her current growth needs and based on multiple sources of data and identified an area or areas for focus; (2) collaborates with his or her supervisor to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on 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.

- All certified staff members will participate in self reflection and professional growth planning each year.

#### Procedures for Evaluation/Observations

1. All certified staff members will be provided with an orientation to the evaluation process and the criteria for evaluation. All certified staff members will be oriented monthly (within 30 calendar days of reporting for employment) to the evaluation process and criteria for evaluation prior to the implementation of the plan. The immediate supervisor of the certified staff member shall be designated as the primary evaluator. As per Article 9.3 of the teacher's contract and pursuant to KRS 157.577, only certified administrative and supervisory personnel trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system shall evaluate certified staff members. Videotaping shall be done at the mutual consent of both parties. Additional administrative personnel may be used to observe and provide information to the primary evaluator. The Superintendent may designate additional trained administrative personnel to provide evaluations, or to review any evaluation.

The evaluator shall hold a preobservation conference with the evaluatee prior to the day of the observation. The evaluator and evaluatee will discuss the evaluation process at this conference. Based on information from observations and discussions, the evaluator is to determine the evaluatee's

performance with respect to the indicators listed in the PPR and Ky. Framework.

- a. All monitoring or observations of performance of a certified staff member shall be conducted openly and with the full knowledge of the certified staff member or supervisor.
- b. Evaluation shall include formative conferences between the evaluator and the person evaluated which shall be held within (5) days following each observation. Formal observations are frequently done for complete lesson analysis, but may pertain to any facet of the performance. There shall be at least two (2) formal separate observations, with no single observation lasting less than twenty minutes.
- c. Informal conferences and information sharing should take place throughout the formative stage, and during the summative conference. The evaluator and evaluatee shall prepare for the summative conference by each completing a tentative PPR/Ky Framework/Specialist Framework to initiate dialogue regarding performance. An open and honest dialogue should be established in the formative stage and maintained throughout the entire process.
- d. The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements: The immediate supervisor of the certified staff member shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. The selection of a third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A staff member who exercised this option shall do so, in writing, to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within (5)

working days of the teacher's written request, the evaluator shall select the third party observer.

- e. Evaluation of new teachers shall comply with Article 9.5 of the teachers' contract.
  - f. Multiple observations shall be conducted with certified employees whole initial observation results are unsatisfactory.
  - g. The evaluation system shall include a Professional Practice Growth Plan, whereby the evaluatee is given assistance or enrichment for becoming more proficient. The evaluation system shall include a professional growth plan for all certified personnel below the level of the superintendent aligned with specific goals and shall be reviewed at least annually. The professional practices growth plan is an on-going learning tool that may be revisited throughout the academic year. The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.
  - h. All observations shall include documentation of the information to be used in determining the performance of the evaluatee. Only observation forms developed by the Evaluation Committee shall be used for this documentation.
  - i. Evaluatees shall be provided an opportunity to include a written response to their evaluations that will be included in the personnel file.
  - j. The evaluation of a certified employee below the level of the superintendent shall be in writing on approved evaluation forms and become a part of the official personnel record.
2. The evaluator shall add relevant comments/recommendations at the end of each measure for summative evaluations.

3. The evaluatee is provided an opportunity to respond in writing within seven (7) days to the evaluator's determinations and comments that will be included in the personnel file.
4. The evaluator and the evaluatee must discuss the results of the evaluation and any recommended actions pertinent to such.
5. The evaluator and the evaluatee must sign the approved form in the assigned spaces.
6. All mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee.
7. In case of an unsatisfactory evaluation, a plan for providing assistance to the evaluatee will be jointly formulated by the evaluator and the evaluatee. A demonstration of teaching techniques may be arranged as per Article 9.6 of the teachers' contract.
8. In any case, a specific Professional Practice Growth Plan shall be used as means of performance improvement. Professional Practices Growth Plans may remediate weaknesses and/or provide for growth. All certified employees shall develop a Professional Practice Growth Plan that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345.

#### Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- a. Conduct observation post observation conference within five regular school days following each observation.
- b. The evaluator shall hold a pre-observation conference with the evaluatee prior to the day of the observation. The evaluator and the evaluatee will discuss the evaluation process at this conference. The pre-observation conference may be through electronic media if it is mutually agreeable with both parties.

- c. Videotaping shall be done only with the mutual consent of both parties.
- d. Informal conferences and information sharing should take place throughout the formative stage, and during the summative conference. The evaluator and evaluatee shall prepare for the summative conference by each completing a tentative PPR/Ky Framework/Specialist Framework to initiate dialogue regarding performance. An open and honest dialogue should be established in the formative stage and maintained throughout the entire process.

Teachers shall complete the pre-observation conference guide. Evaluators should consider a variety of observation techniques.

#### Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment.

#### Observer Certification

Article 9.3 of the teachers' contract and pursuant to KRS 156.577, only certified administrative and supervisory personnel trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system shall evaluate.

#### Training

1. All evaluators, with the exception of district board of education members, shall be trained, tested, and certified. The superintendent or designee is responsible for evaluation training, for evaluation update training, and is the contact person for the evaluation plan.
2. Training shall:
  - Include skill development in the use of local evaluation process. Each local district shall conduct this training.

- Include skill development in the identification of effective teaching and management practices, effective observation and conference techniques, establishing and assisting with certified employee growth plans, and summative evaluation techniques. This training shall be conducted by providers approved by the State Board of Education as trainers for the Instructional Leadership Improvement Program. (KDE or approved provider)
- 6 hours annually EILA Approved Training.
- Evaluators meet CEP requirements prior to conducting a formative or summative evaluation.
- Be approved as part of the evaluation plan and procedures submitted to the state.

3. Testing shall:

- Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection 2 of this section; and be conducted by the State Board of Education (KDE or approved provider).

4. Initial Certification for all new evaluators shall be issued by the State Board of Education (KDE or approved provider) upon completion of the required evaluation training programs and successful completion of testing. All principals employed after January 1, 1987 shall be required to complete the initial certification process.

- Hours of training received in the use of the local evaluation process shall be certified by the local board of education with documentation available for review by the State Department of Education.
- Hours of training received in the other skill areas may compose part of the evaluator's required hours for EILA.

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

#### Summative Evaluation Procedures

All certified personnel below the level of the superintendent must be rated on each of the four performance measures of planning, environment, instruction, and professionalism.

The overall performance category is informed by the educator's ratings on the measures. The evaluator determines the overall performance category based on professional judgment informed by evidence that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

The summative rating will be determined by combining the four measure ratings:

<b>Performance Measure</b>	<b>Performance Measure Level</b>	<b>Performance Measure Rating</b>
<b>Planning</b>	<b>Accomplished</b>	<b>A</b>
<b>Environment</b>	<b>Developing</b>	<b>D</b>
<b>Instruction</b>	<b>Accomplished</b>	<b>A</b>
<b>Professionalism</b>	<b>Developing</b>	<b>D</b>
<b>Summative Rating</b>		<b>ADAD</b>

- All non tenured teachers shall be evaluated at least annually.

- All tenured teachers shall be evaluated at least once every three year period.
- All district certified staff, including principals and assistant principals shall be evaluated at least once every three year period, or as often as documentation deems necessary.
- The evaluation of the Superintendent is the responsibility of the Board of Education.

The evaluation cycle can be summarized as follows:

1. Annual orientation meeting (group or individual) within 30 calendar days of reporting for employment.
2. Self Reflection and Professional Practices Growth Plan Conference.
3. Pre-Observation conference prior to the date of the Observation #1.
4. Observation #1.
5. Post-Observation conference within five school days of Observation #1.
6. Pre-Observation conference prior to the date of the Observation #2.
7. Observation #2.
8. Post-Observation conference within five school days of Observation #2.
9. Additional observations and conferences shall be held within 30 school days of an unsatisfactory observation. Multiple evaluators are also recommended when these ratings are given.
10. Summative Conference by April 30 to review Professional Practices Growth Plan and the professional practice/Ky Framework/Specialist Framework overall rating. The certified staff member shall be provided the written evaluation at least two (2) days prior to the summative conference.

11. All forms should be sent to the Central Office after the summative conference. These shall include the pre-observation forms and any others attached to the summative.

### Overall Rating-

The Ky Framework/Specialist Framework stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific measures. 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 will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to the performance described under each measure at the culmination of an educator's cycle.

- A summative rating must be provided for each measure based on evidence.
- An overall rating must be provided. (See table above)
- The evaluation of a certified employee below the level of the superintendent shall be in writing on approved evaluation forms and become a part of the official personnel record.
- The evaluator shall add relevant written comments/recommendations at the end of each measure for summative evaluations.
- The evaluator and the evaluatee must discuss the results of the evaluation and any recommended actions pertinent to such.

- The evaluator and the evaluatee must sign the approved forms in the assigned spaces. The evaluatee's signature indicates only that he/she has seen and read the evaluation.
- The evaluatee is provided an opportunity to respond in writing within seven (7) school days of the evaluator's determinations and comments and will be included in the personnel file.
- All mandatory forms must be filed in the evaluatee's personnel folder and a signed copy given to the evaluatee.
- Evaluation of teachers shall comply with Article 9 of the teachers' contract.

### Principal, Assistant Principal, and District Personnel

The vision of the CEP is to have every school led by an effective principal and effective district personnel leading and supporting schools. The goal is to create a fair and equitable system to measure leadership effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

1. Administrator: A certified staff person who devotes the majority of employed time in a position for which administration certification is required by the Education Professional Standards Board.
2. Assistant Principal: An administrator 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.
3. Conference: A meeting that includes a conversation between the evaluator and evaluatee for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and that leads to the establishment or revision of a professional growth plan.
4. District Certified Personnel: district certified personnel other than district administrators, such as consultant, coordinator, etc.
5. Evaluator: A certified staff person who devotes the majority of employed time in a position for which administration certification is required by the Education Professional Standards Board.
6. Evaluatee: District/School personnel being evaluated.

7. Evidence: the collected body of observations, data, and artifacts which are used to support a performance/overall rating.
8. Formative Evaluation: a continuous cycle of collection evaluation evidence and providing written and/or verbal feedback, with suggestions regarding the certified employee's professional growth and performance.
9. Observation: a process of gathering information by observing the performance of duty in comparison with predetermined criteria.
10. Performance Criteria: the areas, skills, or outcomes on which certified personnel shall be evaluated, based on position and the district plan.
11. Performance Measure Rating: the summative description of an evaluatee's performance and includes the following for all district certified positions.
  - e. Exemplary- consistently exceeds expectations for effective performance within professional practice and overall. Model employee, well above performance expectations, district/teacher leader.
  - f. Accomplished- consistently meets performance expectations for effective performance within professional practice and overall.
  - g. Developing- inconsistently meets performance expectations for effective performance practice and overall.
  - h. Ineffective- consistently fails to meet expectations for effective performance within professional practice and overall. Employee is in danger of termination or non-renewal if improvement is not made.
12. Professional Growth Plan (PGP): An individualized plan that is focused on improving professional practice, leadership skills, and is aligned with the Kentucky Framework/~~Principal Performance Standards~~ KYPSEL. A PGP may be self directed, directed, or assistance based on the Kentucky Framework/~~Professional Practices~~ KYPSEL ratings in collaboration with the evaluator.
13. Self Reflection: means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of self improvement and identifying areas for professional learning and growth.
14. Summative Evaluation: the summary of and conclusions from the evaluation evidence, including formative evaluation evidence that occurs at the end of an evaluation cycle and includes a conference between the evaluator and evaluatee, and a written report with written comments on each measure of the Ky Framework /~~Principal Performance Standards~~ KYPSEL.

Evaluators look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluation a principal/assistant principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: ~~The Principal Performance Standards~~/Ky Framework/KYPSEL for Personnel Evaluation.

## Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best practice through the standards of:

- Mission, Vision and Core Values (Planning)
- Ethics and Professional Norms (Professionalism)
- Equity and Cultural Responsiveness (Environment)
- Curriculum, Instruction, and Assessment (Instruction)
- Community of Care and Support for Students (Instruction)
- Professional Capacity of School Personnel (Instruction)
- Professional Community for Teachers and Staff (Environment)
- Meaningful Engagement of Families and Community (Professionalism)
- Operations and Management (Planning)
- School Improvement (Planning)
- ~~Instructional Leadership (Instruction)~~
- ~~School Climate (Environment)~~
- ~~Human Resource Management (Planning)~~
- ~~Organizational Management (Planning)~~
- ~~Communication & Community Relations (Environment)~~
- ~~Professionalism (Professionalism)~~

Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The performance standards provide 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 professional practice will be situated within one or more of the four measures/~~six~~ **ten** standards.

~~ISLLC~~ **KYPSEL** Standards are designed to support student achievement and professional best practice through the standards of:

- **Standard 1:** 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. (Planning)
  - **Standard 2:** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. (Professionalism)
  - **Standard 3:** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. (Environment)
  - **Standard 4:** 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. (Instruction)
  - **Standard 5:** Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. (Instruction)
  - **Standard 6:** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being. (Instruction)
  - **Standard 7:** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being. (Environment)
  - **Standard 8:** 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. (Professionalism)
  - **Standard 9:** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. (Planning)
  - **Standard 10:** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being. (Planning)
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- ~~**STANDARD 1:** A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Planning)~~
  - ~~**STANDARD 2:** A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth. (Instruction)~~

- ~~STANDARD 3: A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.~~  
~~(Planning)~~
- ~~STANDARD 4: A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.~~ ~~(Environment)~~
- ~~STANDARD 5: A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.~~ ~~(Professionalism)~~
- ~~STANDARD 6: A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.~~ ~~(Environment)~~

Performance will be rated for each standard according to the four performance levels:

- Exemplary
- Accomplished
- Developing
- Ineffective

It is expected that most principals will maintain an “Accomplished” rating, but will occasionally have exemplary performance on standards at any given time.

The use of professional judgment based on multiple sources of evidence promotes a more 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 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.

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

- Required Sources of Evidence
  - Professional Growth Planning and Self Reflection
  - Observations

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

- Products of Practice
- Other Artifacts

### Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practices Ratings.

### Professional Growth Planning and Self Reflection

The professional growth plan will address realistic, focused, and measureable professional goals. The plan will connect data from multiple sources including:

- Observations
- Conferences
- Professional growth needs identified through self assessment
- Self Reflection

All principals, assistant principals, and district personnel will participate in self reflection and professional growth planning each year.

### Observations –

Completed by supervisor of principal/assistant principal/district personnel. Formal site visits are not required.

Observations are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the standards. During an observation, the superintendent/designee will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and challenges the school community has experienced in relation to school improvement.

- Observations for principals shall be conducted at least twice each year. Assistant principals shall be formally observed by principals at least twice per year.

- Observations shall be a minimum of 40 minutes each and at least 120 minutes per year.
- At least one observation will occur within the first semester of school and at least one in the second semester.
- Observations shall be scheduled at a mutually agreeable time.
- Post Observation conference shall occur within 5 working days of the observation.
- Observation notes and post observation conference shall be focused on the Ky Framework of Personnel Evaluation, ~~Principal Performance Standards~~, and ~~ISLLC Standards KYPSEL~~.
- Unsatisfactory observation may result in additional observations.

#### Products of Practice/Other Sources of Evidence

Principals, Assistant Principals, and District Personnel may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's and assistant principal's practice within the standards.

Using the sources of evidence for principals and assistant principals, evaluators will use professional judgment to determine a rating for each measure and an overall rating.

The summative rating will be determined by combining the four measure ratings:

<b>Performance Measure</b>	<b>Performance Measure Level</b>	<b>Performance Measure Rating</b>
<b>Planning</b>	<b>Accomplished</b>	<b>A</b>
<b>Environment</b>	<b>Developing</b>	<b>D</b>
<b>Instruction</b>	<b>Accomplished</b>	<b>A</b>
<b>Professionalism</b>	<b>Developing</b>	<b>D</b>
<b>Summative Rating</b>		<b>ADAD</b>

## Appeals

According to KRS 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 Ky. Department of Education shall have the opportunity to appeal to the Ky. Board of Education.
- (2) The appeal procedures shall be as follows:
  - a. The Ky. 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 judgment 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 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 ground for appeal shall be submitted with this request.
  - c. A brief, written statement, and other documents with 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; 17Ky.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.)

- The Appeals Panel shall consist of two certified staff members, with each being elected on alternate years.
  - The Evaluation Committee shall hold an election before November 30 of each year to name a certified staff member to the Appeals Panel. Interested parties will volunteer to be placed on a ballot. The candidate with the most votes will serve a two (2) year term. The evaluation committee chairperson shall maintain a list of ranking alternatives from highest to lowest on the basis of votes received.
  - Vacancies shall be filled by contacting people on the list by rank order from the highest to lowest until the vacancy is filled. A member of the Evaluation Committee or designee shall be elected by certified staff member as an interim panel member if the established list is exhausted without filling the vacancy. The Evaluation committee chairperson shall determine the time, place, and date for a special election, if deemed necessary.
  - The Board of Education shall appoint a certified person as the third member of the Panel. The Appeals Panel shall select a chairperson from this Panel. The duty of the Appeals Panel is to hear an appeal – any certified 12 month employee who feels that he/she was not fairly evaluated.
- A review procedure shall be available to all school personnel.
  - All supervisory personnel in the authority line of a particular staff member shall read and initial all evaluations prior to filling in the personnel file. All written evaluations shall be subject to Article 9 of the teacher's contract. A review of the evaluation by any supervisory person outside of the authority line shall conform to the district policy regarding personnel files.
  - All evaluation documents shall be signed and dated by the evaluator and the evaluatee. In the event the evaluatee disagrees with the evaluation, he/she may write a statement below the signature to indicate his/her disagreement with it.
  - If an evaluatee feels any written evaluation is incomplete, inaccurate, or unjust, he/she shall put his/her objections in writing and have them

attached as an addendum to the evaluation report to be placed in his/her personnel file within seven (7) working days after the writing of the evaluation. The evaluatee and the evaluator shall sign and date any addendum to the evaluation. The evaluatee shall be provided a signed, dated copy of the any addendum to the evaluation form.

- Additional administrative personnel may be used at the option of the Superintendent or designee, in addition to the primary evaluator, to provide a review of any evaluation.
- Any evaluatee may appeal his/her evaluation to the local Appeals Panel. The request for an appeal shall be in writing to the Superintendent or designee and shall be made within ten (10) working days of the summative conference.
- Procedural guideline of Appeals Panel Hearing:
  - The purpose of this hearing is to determine if the evaluation procedure has been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.
  - The request for an appeal hearing must be in writing to the Superintendent or designee within ten (10) working days of the summative conference. The Appeals Panel shall promptly review the complaint and, within fifteen (15) working days, grant a hearing to the evaluator and the evaluatee.
- Procedure for conducting a hearing is as follows:
  - The evaluatee shall submit three (3) copies of the documentation to be reviewed by the Appeals Panel in the presence of all three members. Upon receipt of an appeal, the superintendent or designee will notify the evaluator. The evaluator will be given the opportunity to review the appeal documentation at the central office prior to the hearing. Within 3 working days prior to the scheduled hearing, 3 copies of any additional documentation shall be submitted by the evaluator to the superintendent or designee. All documentation shall be locked in a secure place in the central office except during Appeals Panel meetings or when being reviewed by evaluator and evaluatee. Confidentiality shall be maintained.
- Members of the Panel shall be trained in the evaluation procedure and shall remain unbiased. The Panel shall meet, review all documents, discuss, and

prepare questions to be asked of each party by the chair and set time and place of the hearing. Panel members during the hearing may pose additional questions.

- The hearing shall be held at a time and place set by the Panel. The evaluatee and evaluator shall be notified of said time and shall appear before the Panel, respond to the appeal and answer questions from the Panel.
- Legal counsel and/or representative(s) (e.g. Association or administrator supervisor) shall be present for each party during the hearing and documentation review if requested.
- For official records, the hearing shall be audio taped. A copy will be provided to both parties, if requested in writing.
- Only Panel members, the evaluatee and evaluator, and legal counsel and/or representatives for each party may be present at the hearing.
- Witnesses may be presented, but shall be called in one at a time and shall not be allowed to observe the proceedings.
- The following procedures shall be followed during the hearing:
  - Chairperson shall convene the hearing, explain the procedures, and clarify the responsibilities of the Panel.
  - Each party shall be permitted to make a statement of claim without the other party present to the Appeals Panel. The evaluatee will begin.
  - The Panel may question the evaluatee and the evaluator.
  - Each party may make closing remarks at the conclusion of the statement of claim.
  - The chairperson of the Panel shall make closing remarks at the conclusion of the each party's statement.
- The Panel shall deliberate and issue its written findings within ten (10) working days of the hearing.
- The decision of the Panel may include, but not be limited to, upholding all parts of the evaluation, voiding the appeal, voiding the evaluation or parts of it, and directing another evaluator to observe.
- A copy of the written findings from the Panel shall be placed in the personnel file.
- The written findings shall be given, either in person or by certified letter, to the evaluatee, evaluator, and to the Superintendent for action.
- The Superintendent shall receive the Panel's recommendation and shall take such action as he/she deems appropriate or necessary. A copy of the Superintendent's

decision, if different than the written findings, will be sent to the Panel and parties involved.