



# Gallatin County Schools

## Certified Evaluation Plan

### 2022-2023 Update

#### 50/50 Committee Members

Tony Jury	Director of Curriculum, Instruction & Assessment	Administrator
Megan Morris	Lower Elementary Principal	Administrator
Morgan Berkshire	Upper Elementary	Teacher
Amanda Terrell	Upper Elementary	Teacher
Amanda New	Upper Elementary Principal	Administrator
Nicole LeGrand	Upper Elementary Asst. Principal	Administrator
Marty Glenn	Middle School	Teacher
Morgan McClure	Middle School	Teacher
Mandy Young	Middle School Instructional Coach	Teacher
Angie Lewis	High School Principal	Administrator

## Table of Contents

Certified Teacher / Other Professional Personnel Evaluation	3
<i>Roles and Definitions</i>	3
<i>Orientation</i>	5
<i>The Kentucky Framework for Personnel Evaluation</i>	6
<i>The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals</i>	7
<i>Sources of Evidence</i>	7
<i>Professional Practice</i>	9
<i>Self-Reflection and Professional Growth Planning</i>	9
<i>Observation</i>	10
<i>The Progressive Observation Model</i>	10
<i>Observation Conferencing</i>	10
<i>Observation Schedule</i>	10
<i>Evaluation Timeline and Process</i>	11
<i>Observer Certification Process</i>	13
<i>Observation Certification Support System for Administrators</i>	13
<i>Products of Practice/Other Sources of Evidence</i>	13
<i>Student Growth as Optional Source of Evidence for Professional Practice</i>	14
<i>Rating Professional Practice</i>	14
<i>Determining the Overall Performance Category</i>	15
<i>Professional Growth Plan and Summative Cycle</i>	16
<i>Corrective Action Plan</i>	17
Principal & Assistant / Vice Principal Personnel Evaluation	18
<i>Roles and Definitions</i>	18
<i>Principal Evaluation Components</i>	18
<i>Overview</i>	18
<i>Principal Performance Standards</i>	18

<i>Sources of Evidence</i>	19
<i>Professional Practice</i>	19
<i>Professional Growth Planning and Self-Reflection</i> – completed by principals & assistant principals	20
<i>Site-Visits for Principal / Formative Conferences with Assistant Principal</i>	20
<i>Working Conditions Goal</i> (Goal inherited by Assistant Principal)	21
<i>Products of Practice/Other Sources of Evidence</i>	21
<i>Student Growth as Optional Source of Evidence for Professional Practice</i>	22
<i>Determining the Overall Performance Category</i>	22
<i>Professional Growth Plan and Summative Cycle</i>	24
<i>Other District Office Certified Personnel Evaluation</i>	25
<i>Performance Measures</i>	26
<i>Sources of Evidence</i>	26
<i>Responsibilities for Evaluation</i>	26
<i>Appeals Process</i>	28
<i>Appeals Procedural Guidelines for LEA Appeals Panel Hearing</i>	30
<i>Certified Employee Appeals Form</i>	31
<i>Decision of the Appeals Panel</i>	32
Appendix A - Individual Corrective Action Plan	33
Introduction to Vector Solutions	34
<b>ASSURANCES</b>	35

## Teacher Certification

It is the responsibility of teachers, other professionals and administrators to maintain and renew professional certifications. Failure to renew certificates may result in nonrenewal. Certification information can be found on the [EPSB](#) website.

## Certified Teacher / Other Professional Personnel Evaluation

The vision for the Certified Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

### *Roles and Definitions*

- **Appeals:** A process whereby any certified employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
- **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
- **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
- **Conference:** A meeting involving the evaluator and the certified employee evaluated for providing feedback from the evaluator, analyzing the results of observation(s), and other information to determine accomplishments and for identifying areas for growth leading to the establishment or revision of professional growth plans.
- **Evaluee:** District/School personnel who are being evaluated.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. The primary evaluator as described in KRS 156.557(5) (c)2.
- **Evaluation:** The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or management situation, based upon predetermined criteria, through periodic observation and other documentation such as products and performances. Evaluation shall also include the establishment and monitoring of professional growth plans.
- **Evaluation Committee:** A committee consisting of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators (50-50 committee).
- **Evaluation Plan:** A plan that includes evaluation forms and procedures. The procedures shall provide for all components of the Kentucky Framework for Personnel Evaluation including observations, professional growth planning. The Kentucky Board of Education must approve both the plan and procedures.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative Evaluation:** Is defined by KRS 156.557(1) (a).
- **Framework for Teaching:** Research-based set of components of instruction that includes four measures: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities.
- **Full Observation:** An observation conducted by an employee's supervisor that includes an entire class

period or lesson. Observation is the process of gathering information in the performance of duty based upon the Framework for Teaching.

- **Job Category:** A group or class of certified school personnel positions with closely related functions.
- **Mini Observation:** An observation of a classroom teacher or other professional not less than 20 minutes in length.
- **Non-Tenured Teacher:** A teacher who is currently in year 1, 2, 3, or 4 of teaching in the district, and who completes a 1-year evaluation cycle as described in the chart on page 10.
- **Observation:** a data collection process conducted by a certified observer, in person or, if mutually agreed upon, 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 for a duration of at least 20 minutes.
- **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.
- **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.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
- **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
- **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise, and other characteristics.
- **Professional Growth Plan:** An individualized plan for a certified personnel 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, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
- **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- **Professional Learning Community (PLC):** A group of educators that meets regularly, shares expertise,

and works collaboratively to improve teaching skills and the academic performance of students.

- **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- **Summative Evaluation:** The summary and analysis of all data, including but not limited to observations, self-reflection, and evidence collected by teachers. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and evaluatee with a printed summative evaluation report signed by both parties. Is defined by KRS 156.557(1) (d).
- **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- **Tenured Teacher:** A teacher who has been granted tenure after 4 years of teaching in the district, and who completes a 3-year evaluation cycle as described in the chart on page 10.
- **Walk Through/Learning Walk:** Administrators may periodically conduct learning walks to gauge instructional practice and student engagement. Feedback will be given to the teacher, certified employee, or licensed employee after the learning walk has been conducted. The data from the learning walk will be retained as a multiple measure of teacher effectiveness.

**For Additional Definitions and Roles, please see 704 KAR 3:370 Kentucky Framework for Personnel Evaluation.**

## **Orientation**

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. All employees who are late hires during the school year will receive training within their first 15 calendar days of employment.

This annual review shall be an explanation of the contents of the Certified Evaluation Plan, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria.

The immediate supervisor shall be designated as the primary evaluator.

For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

Summative evaluation will be documented in writing and included in the official personnel record.

Evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

The district will be utilizing [Vector Solutions Evaluations +](#) educator and staff evaluation software equipped with personalized user dashboards, email digesting and performance reports.

*The Kentucky Framework for Personnel Evaluation*  
Role Group, 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</u> <u><i>KY Framework for Teaching</i></u>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <u><i>The Kentucky Frameworks for Teaching- Specialists Frameworks</i></u>	<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
<u>Principal</u> <u><i>Professional Standards for Educational Leaders (PSEL)</i></u>	<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 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel.	<u>Standard 2</u> Ethics and Professional Norms  <u>Standard 8</u> Meaningful Engagement of Families and Community
<u>District Certified Personnel</u> <u><i>District determined performance criteria specific to evaluatee's job category</i></u>	<u>Standard 1</u> Effective Organizational Leadership <u>Standard 3</u> Effective Administration and Management <u>Standard 5</u> Promotion of Equity and Appreciation of Diversity	<u>Standard 4</u> Effective Relationships with the Community	<u>Standard 2</u> Effective Instructional Leadership	<u>Standard 6</u> Career-Related Professional Growth

## *The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals*

The [Kentucky Framework for Teaching](#) is designed to support student achievement and professional practice through the measures of:

### Framework for Teaching

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### Specialist Frameworks for Other Professionals

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, 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 supporting a professional practice is situated within one or more of the four measures of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each Measure.

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:

### *Sources of Evidence*

- Professional Growth Planning and Self-Reflection
- Observation
- Multiple measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category. All summative Ratings will be recorded in the district-approved technology format.



## Sources of Evidence/Framework for Teaching Alignment

FRAMEWORK for TEACHING (FTT)		Measure	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 Environment of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaina 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 To Inform Professional Practice		Supervisor Observation	Evidence (pre and post conferences)					Evidence and Observation										Evidence (pre- and post- conferences)						
		Professional Growth	Professional Growth Planning and Self Reflection																					
		Self-Reflection																						

## *Professional Practice*

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

Reflective practices and professional growth planning are iterative processes. The Teacher or Other Professional (1) reflects on his or her current growth needs based on multiple sources of data 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 measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals that drive the focus of professional growth activities, support, and on-going reflection.

**Self-reflection** will be required for all measures in the Framework for Teaching, with a deep reflection in one of the measures chosen for focus in the Professional Growth Plan. The self-reflection process will be completed by Sept. 1 of each year and entered into Vector Solutions Evaluation +. For employees hired after the start of the school year, the self-reflection must be completed within 30 calendar days of reporting for employment.

**Professional Growth Plans** will be submitted to the supervisor through Vector by October 15 of each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 calendar days of reporting for employment or Oct. 15, whichever occurs later. Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by October 31 of each year. For employees hired after the start of the school year, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee. The professional growth plan process can be collaborative or directed. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on page 15 in this plan.

## Observation

The observation process is one source of evidence to determine educator effectiveness. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

### The Progressive Observation Model

#### Non-Tenured Teachers and Other Professionals

There will be a minimum two (2) full observations, one occurring each semester, and a summative evaluation each year. Optional additional observations may be mini or full observations.

If new to the district, the first observation must occur within the first 9 weeks.

#### Tenured Teachers and Other Professionals

There will be one mini observation in each of the first two years of a tenured teacher's three-year cycle. The third year of the three-year cycle will include a full observation and a summative evaluation.

#### New Teachers

In addition to completing all required new teacher evaluation components, new teacher teachers will receive a summative evaluation from the supervisor utilizing the "New teacher SUMMARY REPORT for SUMMATIVE EVALUATION" form found in Appendix B.

The evaluatee may request third party observations at any time prior to February 15 of each year.

### Observation Conferencing

Observers will adhere to the following observation conferencing requirements for Teachers and Other Professionals:

- The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel at the Certified Evaluation Plan Orientation within 30 calendar days of reporting for employment for each school year.
- Pre-conferences for each observation shall be submitted on district-approved Pre-observation Form to observer no less than 24 hours prior to observation.
- An observation post-conference shall be conducted within five (5) working days in person following each observation. A post-conference shall consist of a professional discussion focusing on observation, sources of evidence, reflection, and improvement of professional practice relative to the Kentucky Framework for Teaching.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- All post conferences are encouraged to be completed in person.

### Observation Schedule

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

## Evaluation Timeline and Process

Timeline for all Certified Staff (Except new teachers)	Non-tenured Teacher or Other Professional	Tenured Teacher or Other Professional	Administrator
	<b>1 Year Cycle</b>	<b>3 Year Cycle</b>	<b>1 Year Cycle</b>
<b>Within the first 30 calendar days of reporting for employment</b>	Initial orientation to review the evaluation instrument.  <a href="#">Introduction to Vector Solutions Evaluation +.</a>	Initial orientation to review the evaluation instrument.  <a href="#">Introduction to Vector Solutions Evaluation +.</a>	Initial orientation to review the evaluation instrument.  <a href="#">Introduction to Vector Solutions Evaluation +.</a>
<b>By September 1</b> (Late hires: within 15 calendar days of reporting for employment)	Self-Reflection submitted to Principal/Supervisor through Vector Solutions Evaluation +.	Self-Reflection submitted to Principal/Supervisor through Vector Solutions Evaluation +.	<a href="#">Principals will use the SY23 Principal Self-Evaluation and PGP form in Vector Solutions Evaluation +.</a>
<b>By October 15</b> (Late hires: within 30 calendar days of the Self-Reflection submission, whichever date occurs later)	Professional Growth Plan submitted to Principal/Supervisor through <a href="#">Vector Solutions Evaluation +</a> . <a href="#">SY23 Teacher Self-Reflection &amp; Professional Growth Plan</a> <a href="#">SY23 Other Professional Self-Reflection &amp; PGP</a>	Professional Growth Plan submitted to Principal/Supervisor through Vector Solutions Evaluation +. <a href="#">SY23 Teacher Self-Reflection &amp; Professional Growth Plan</a> <a href="#">SY23 Other Professional Self-Reflection &amp; PGP</a>	Professional Growth Plan submitted to Superintendent through <a href="#">Vector Solutions Evaluation +</a> . Principals will use the <a href="#">SY23 Principal Self-Evaluation and PGP</a> form and the <a href="#">SY23 Principals Working Conditions Goal</a> in Vector. Directors will use the <a href="#">SY23 Director Self-Reflection &amp; Professional Growth Planning</a>
<b>By October 31</b> (Late hires: within 15 working days of submission, whichever date occurs later)	Professional Growth Plan approved by Principal/Supervisor	Professional Growth Plan approved by Principal/Supervisor	Professional Growth Plan approved by Superintendent

<b>September – April</b>	<p>Pre-conference for each observation submitted at least 24 hours prior to each observation. SY23 Pre-observation Form</p> <p><b>Formative Observations:</b></p> <ul style="list-style-type: none"> <li>- 1st full observation by supervisor within first semester</li> <li>- 2nd full observation by supervisor by <b>April 15</b></li> <li>- <b>SY23 Teacher Full Observation Form</b></li> <li>- <b>SY23 Other Professional Full Observation</b></li> </ul> <p><b>Post-conferences:</b></p> <ul style="list-style-type: none"> <li>- 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation. <a href="#">SY23 Post Observation Form</a></li> </ul>	<p>Pre-conference for each observation submitted at least 24 hours prior to each observation. SY23 Pre-observation Form</p> <p><b>Formative Observations:</b></p> <p><u>Years 1 and 2 of 3-year cycle:</u></p> <ul style="list-style-type: none"> <li>-1 mini observation each year for first 2 years by <b>April 15</b></li> </ul> <p><u>Year 3 of 3-year cycle:</u></p> <ul style="list-style-type: none"> <li>-1 full observation in summative year <a href="#">-SY23 Teacher Full Observation Form</a></li> <li>- SY23 Other Professional Full Observation</li> </ul> <p><b>Post-conferences:</b></p> <ul style="list-style-type: none"> <li>- 1 conference after <u>each</u> observation by the supervisor, within 5 working days of each observation. <a href="#">SY23 Post Observation Form</a></li> </ul>	<p><b>Two site visits:</b></p> <p>One before Dec. 31 One before April 30 <a href="#">SY23 Principal Formative Performance Review</a> <a href="#">SY23 Director Formative Performance Review</a></p> <p><b>Post-conferences:</b></p> <p>Within 5 working days of site visit: Mid-Year review (Formative Conference) End-of-Year review (Summative Conference)</p> <p>Formal site visits not required for assistant principals</p> <p>Assistant principals receive at least one formative conference with principal each year</p>
January 30	Ongoing Self-reflection Complete <a href="#">SY23 Mid-Year PGP Reflection</a>	Ongoing Self-reflection Complete <a href="#">SY23 Mid-Year PGP Reflection</a>	Ongoing Self-reflection Complete <a href="#">SY23 Mid-Year PGP Reflection</a>
<b>By April 15</b>	<p><b>Each year:</b></p> <p>Summative Evaluation and Summative conference in person <a href="#">SY23 End of Year PGP Reflection</a></p>	<p><b>At end of 3 Year Cycle only:</b></p> <p>Summative Evaluation and Summative conference in person <a href="#">SY23 End of Year PGP Reflection</a></p>	<p><b>Each year:</b></p> <p>Summative Evaluation and Summative conference in person <a href="#">SY23 End of Year PGP Reflection</a> <a href="#">SY23 Principal Mid-Point Working Conditions Goal Review</a></p>
<p>The following summative forms, found in Vector Solutions Evaluation +, should be completed and submitted to HR by May 31:</p> <ul style="list-style-type: none"> <li>- <b>“Teachers &amp; Other Professionals - <a href="#">Summary Report for Summary Evaluation</a>”</b></li> <li>- <b>“<a href="#">New teachers - Summary Summative New Teacher Recommendation Form</a>”</b></li> <li>- <b>“Administrators – <a href="#">Summary Report for Summary Evaluation</a>”</b></li> <li>- <b>**GCS Central Office HR will place summary reports for each employee in a summative cycle in personnel folders by June 30 of each year.**</b></li> </ul>			

## Observer Certification Process

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to a formative evaluation. All NEW administrators must attend a 2-day, 12-hour EILA Credit training and all experienced evaluators of certified personnel below the level of superintendent must earn six hours of evaluation training annually per 704 KAR 3:370 and KRS 156.557.

All Evaluators of Certified Personnel Districts may design their own Update Training by applying for their own EILA credit. Additionally, KDE and the Principal Partnership Project (P3) has developed tools, resources, and a pre-approved EILA credit option for school districts and Regional Educational Cooperatives. The KY PSEL Professional Learning Modules provide an opportunity to fulfill the requirement through guided, collaborative learning experiences offered at Regional Educational Cooperatives (if provided), or within your district.

<https://sites.google.com/education.ky.gov/principalpartnership/home>

## Observation Certification Support System for Administrators

- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to complete the certification process successfully by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP.
- Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment.
- If a supervisor is unable to perform observation duties as determined by the superintendent or his/her designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
- Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.
- If he or she has not obtained observer certification by April 1, the supervisor will be non-renewed.
- When warranted, and with the consent of the teacher evaluatee, a certified supervisor may be hired by the district on a temporary basis to complete teacher evaluations.

## Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. These evidences should yield information related to the educator's practice within the measures:

- observations conducted by certified supervisor/observer(s)
- Self-reflection and Professional Growth Plans

Other Possible Sources of Evidence may include:

- ☐ Program Review evidence
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations

- ❑ student data records
- ❑ student work
- ❑ student formative and/or summative course evaluations/feedback
- ❑ minutes from PLCs
- ❑ teacher reflections and/or self-reflections
- ❑ teacher interviews
- ❑ teacher committee or team contributions
- ❑ parent engagement surveys
- ❑ records of student and/or teacher attendance
- ❑ video lessons
- ❑ engagement in professional organizations
- ❑ action research
- ❑ Other evidence as deemed appropriate by school or district

### ***Student Growth as Optional Source of Evidence for Professional Practice***

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth may be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include: data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the teacher that clearly demonstrates student growth.

### ***Rating Professional Practice***

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. Specific measures will include: Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Please refer to the chart of **Danielson Framework** on page 7 for details of measures. 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 performance described under each Measure at the culmination of an educator's cycle.

- Provide a summative rating for performance measures based on evidence.
- Performance rating will be described as Ineffective, Developing, Accomplished or Exemplary according to the **Danielson Framework** rubric.( [Danielson Framework](#))
- All ratings **must** be recorded in the district-approved technology format and signed by both the supervisor and the employee. A copy of the formative report will also be given to the evaluatee.
- For each summative evaluation, a "[Summary Report for Summative Evaluation](#)" will be completed and signed by both the supervisor and the employee. A copy will be given to the evaluatee and the original will be sent to the Superintendent for placement in the employee's personnel file.

## *Determining the Overall Performance Category*

An educator's Overall Performance Category is determined by utilizing the following decision rules:

### **CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE RATING**

One or more of the Measures are rated INEFFECTIVE	Overall Performance Rating shall be INEFFECTIVE
Three Measures are rated DEVELOPING	Overall Performance Rating shall be DEVELOPING
One Measure is rated DEVELOPING, one Measure is rated ACCOMPLISHED and two Measures are rated EXEMPLARY.	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED and one Measure is rated DEVELOPING	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated EXEMPLARY and one Measure is rated DEVELOPING	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated EXEMPLARY and one Measure is rated ACCOMPLISHED	Overall Performance Rating shall be EXEMPLARY



## Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS**.

### PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS

PROFESSIONAL PRACTICE	EXEMPLARY	<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal set by teacher with evaluator input</li><li>• Formative review annually</li></ul>
	ACCOMPLISHED	
	DEVELOPING	<b>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) determined by Evaluator</li><li>• Goals focus on professional practice</li><li>• Plan activities designed by Evaluator with teacher input</li><li>• Summative review annually</li></ul>
	INEFFECTIVE	<b>CORRECTIVE ACTION PLAN</b>

## *Corrective Action Plan*

A corrective action plan is a plan developed collaboratively by the evaluator and the evaluatee. The plan may be written at any time during the school year when improvement is needed to correct one or more deficiencies that cannot wait for the formal observation, but shall be written if the evaluatee receives an “Ineffective” for any of the 4 measures. Specific assistance and activities are identified in the corrective action plan.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action plan form. (See Appendix A).

It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards corrective action plans goals and objectives.

Teachers who fail to make sufficient progress to meet evaluation standards identified may not be recommended to the Superintendent for rehire. If the Superintendent chooses not to renew the contract, the teacher will be notified by May 15.

## Principal & Assistant / Vice Principal Personnel Evaluation

The vision for the Certified Evaluation Plan is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

- **Administrator:** 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 pursuant to 16 KAR 3:050.
- **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- **Evaluated:** District/School personnel that is being evaluated.
- **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
- **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- **Working Condition Goal:** a goal, set by administrators every two years, using data from the state approved working conditions survey, for the purpose of school improvement.

## Principal Evaluation Components

### Overview

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 an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Professional Standards for Educational Leaders (PSEL). The KY PSEL Professional Learning Web Page offers many resources and tools.

## Principal Performance Standards

[The Professional Standards for Educational Leaders \(PSEL\)](#) are designed to support student achievement and professional best practice through the standards:

1. Mission, Vision, and Core Values	6. Professional Capacity of School Personnel
2. Ethics and Professional Norms	7. Professional Community for Teachers and Staff
3. Equity and Cultural Responsiveness	8. Meaningful Engagement of Families and Community
4. Curriculum, Instruction, and Assessment	9. Operations and Management
5. Community of Care of Support of Students	10. School Improvement

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 or assistant principal's professional practice will be situated within one or more of the ten standards. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

## *Sources of Evidence*

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Working Conditions Goal (Based on Quality of School Climate and Safety survey)
- Evaluators may use the following categories of evidence in determining overall ratings:
  - Other Measures of Student Learning
  - Products of Practice
  - Other Sources (e.g. surveys)

## *Professional Practice*

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings. This plan will be reviewed within the first 30 calendar days of reporting for employment. The plan will be reviewed within the first 15 calendar days of reporting for late hires.

## *Professional Growth Planning and Self-Reflection – completed by principals & assistant principals*

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student achievement.

- All principals and assistant principals will participate in Self-Reflection each year by September 1. For principals hired after the start of the school year, the Self-Reflection must be completed within 15 working days of the first day of employment. Principals will use the [KY PSEL Guidance for Growth and Evaluation tool](#) to guide self evaluations. Complete [SY23 Principal Self-Evaluation & PGP in Vector](#).
- The superintendent or his /her designee will approve self-Reflections within 15 working days of submission.
- All principals and assistant principals will develop Professional Growth Plans each year. All Professional Growth Plans will be submitted no later than 30 working days after state testing data becomes available. Since principals and assistant principals must utilize current state testing data in order to identify growth areas, the growth plan cannot be fully developed until the state data is available. For principals hired after the release of state testing data, the principal must submit a professional growth plan within 15 working days of the first day of employment.
- The superintendent or his /her designee will approve Professional Growth plans within 15 working days of submission.

## *Site-Visits for Principal / Formative Conferences with Assistant Principal*

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

- Conducted at least twice each year.
- First site visit will be conducted before December 31<sup>st</sup> of the school year. Second site visit will be conducted prior to April 30 of the school year. For principals hired after December 31, two site visits will be conducted prior to April 30 of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the collection and documentation of evidence using Vector Solutions Evaluation +.. Documentation of evidence will be connected to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year with their principal, with evidence being collected and documented using Vector Solutions Evaluations + , for the purpose of reflecting on current practice and making next step goals.

## ***Working Conditions Goal (Goal inherited by Assistant Principal)***

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent Quality of School Climate and Safety Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- Developed following the completion of the Quality of School Climate and Safety Survey.
- Each principal in collaboration with the superintendent or his/her designee will develop at least ONE working conditions goal based on the most current Quality of School Climate and Safety Survey data.
- If a principal does not have Quality of School Climate and Safety data, due to lack of participation by staff, the principal will use district QSCS data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the QSCS survey, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to implement over a two-year period.
- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted QSCS statement, or conversations with the supervisor documented on the mid-year conference form. Evidence of the Working Conditions Goal will be uploaded to a digital platform selected by the superintendent or his/her designee.
- [SY23 Principals Working Conditions Goal](#): [SY23 MidPoint Working Conditions Goal Review](#): [SY23 Principal Final Working Conditions Goal Review](#)

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

Principals/Assistant Principals may provide additional evidence to support assessment of their own professional practice. These evidence should yield information related to the principal's/assistant principal's practice within the measures.

- ☐ SBDM Minutes
- ☐ Faculty Meeting Agendas and Minutes
- ☐ Department/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Round/Walk-through documentation
- ☐ Budgets
- ☐ EILA/Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships
- ☐ Parent/Community engagement surveys
- ☐ Parent/Community engagement events documentation
- ☐ School schedules
- ☐ Other evidence as deemed appropriate by district

## *Student Growth as Optional Source of Evidence for Professional Practice*

With the agreed upon expectation that all students will grow academically each year, multiple measures of student growth may be included as additional sources of evidence for professional practices. Examples of appropriate student growth multiple measures for this purpose include data from nationally normed standardized benchmark assessments, state assessments, and local summative assessments, or other sources of data provided by the principal that clearly demonstrates school-wide student growth.

## *Determining the Overall Performance Category*

Superintendent or his/her designee is responsible for determining an Overall Performance Category for each principal at the conclusion of his or her summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice.

### **Rating Overall Professional Practice**

- Record ratings in the district-approved technology platform.
- Overall, professional practice ratings will be assigned by **April 15** of each school year.
- Performance rating will be described as Ineffective, Developing, Accomplished or Exemplary according to the Professional Standards for Educational Leaders (PSEL) rubric. ([PSEL](#))

A principal's / assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each performance measure. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Rating:

**CRITERIA FOR DETERMINING A PRINCIPAL OR  
ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING**

One or more of the Measures are rated INEFFECTIVE	Overall Performance Rating shall be INEFFECTIVE
Three Measures are rated DEVELOPING	Overall Performance Rating shall be DEVELOPING
One Measure is rated DEVELOPING, one Measure is rated ACCOMPLISHED and two Measures are rated EXEMPLARY.	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED and one Measure is rated DEVELOPING	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated EXEMPLARY and one Measure is rated DEVELOPING	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated EXEMPLARY and one Measure is rated ACCOMPLISHED	Overall Performance Rating shall be EXEMPLARY



## Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal using the following chart:

### PROFESSIONAL GROWTH PLAN AND CYCLE FOR PRINCIPALS AND ASSISTANT PRINCIPALS

PROFESSIONAL PRACTICE	EXEMPLARY	<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal set by teacher with evaluator input</li><li>• One goal must focus on low student growth outcome</li><li>• Formative review annually</li></ul>
	DEVELOPING	<b>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) Determined by Evaluator</li><li>• Goals focus on professional practice and student growth</li><li>• Plan activities designed by evaluator with teacher input</li><li>• Summative review annually</li></ul>
	INEFFECTIVE	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"><li>• Goal(s) determined by evaluator</li><li>• Focus on low performance area</li><li>• Summative at end of plan</li></ul>

# Other District Certified Personnel Evaluation

Other district personnel includes:

- District-Level Psychologists
- District-Level Social Workers
- Directors
- Other District Personnel - Position must work with and/or provide support to schools throughout the district as a primary role of position.

## Other District Personnel Performance Measures

Performance Measures And Role	Measures			
	Planning	Environment	Instruction	Professionalism
<a href="#"><u>District Level Psychologists</u></a>	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> Environment	<b>Domain 3</b> Instruction/Delivery of Service	<b>Domain 4</b> Professional Responsibilities
<a href="#"><u>Social Workers</u></a>	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> Environment	<b>Domain 3</b> Instruction/Delivery of Service	<b>Domain 4</b> Professional Responsibilities
<a href="#"><u>Coordinators</u></a>	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> Environment	<b>Domain 3</b> Instruction/Delivery of Service	<b>Domain 4</b> Professional Responsibilities
<a href="#"><u>Directors</u></a>	<b>Standard 3</b> Human Resource Management  <b>Standard 4</b> Organizational Management	<b>Standard 2</b> Climate  <b>Standard 5</b> Communication & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism
Self-Reflection Professional Growth Plan	Professional growth planning and development and self-reflection using the standards (above) for each district certified position.			

## Performance Measures and Frameworks for Other District Personnel

### Performance Measures include:

Planning  
Environment  
Instruction  
Professionalism

For each of the following positions, district personnel will utilize the standards and/or Framework most closely related to their position. Guidelines for positions are listed below. The supervisor will provide the employee with access to his/her standards and become familiar with the standards/framework for the purpose of evaluation. These frameworks and standards were created with a school-level mindset. Evaluators will utilize professional judgment to determine the appropriateness of each component/standard as it applies to the position being evaluated.

- District-Level Psychologists—[Framework for School Psychologists](#)
- District-Level Social Workers—[Framework for Counselors/Social Workers](#)
- District-Level GT and ESL Coordinators—[Framework for Instructional Coaches](#)
- Directors—[Kentucky Principal Performance Standards](#)

### Evaluators must include the following evidence in determining overall ratings:

#### Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits/Observations
- Products of Practice

### *Responsibilities for Summative Evaluation*

- The Gallatin County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
- The superintendent or his/her designee will evaluate principals and central office personnel.
- The school principal in collaboration with the director of special education will evaluate district special education staff, speech therapists, occupational and physical therapists, preschool staff, and special education teachers.
- The director of curriculum, instruction and assessment will evaluate the district ELL coordinator and district GT coordinator.
- Principals will evaluate assistant principals, guidance counselors, library media specialists, instructional coaches, and teachers.
- The director of pupil personnel will evaluate district psychologists and social workers.

## CRITERIA FOR DETERMINING A DISTRICT OFFICE CERTIFIED PERSONNEL OVERALL PERFORMANCE RATING

One or more of the Measures are rated INEFFECTIVE	Overall Performance Rating shall be INEFFECTIVE
Three Measures are rated DEVELOPING	Overall Performance Rating shall be DEVELOPING
One Measure is rated DEVELOPING, one Measure is rated ACCOMPLISHED and two Measures are rated EXEMPLARY.	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Overall Performance Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated ACCOMPLISHED and one Measure is rated DEVELOPING	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated EXEMPLARY and one Measure is rated DEVELOPING	Overall Performance Rating shall be ACCOMPLISHED
Three Measures are rated EXEMPLARY and one Measure is rated ACCOMPLISHED	Overall Performance Rating shall be EXEMPLARY

## *Appeals Process*

(See Board of Education Policy 03.18)

### *Appeal Panel*

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

### *Election*

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

### *Terms*

All terms of Panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or re-elected.

### *Chairperson*

The chairperson of the Panel shall be the certified employee appointed by the Board.

### *Appeal to Panel*

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the Panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee five (5) days in advance of the hearing and may have representation of their choosing.

### *Appeal Form*

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the Panel.

### *Conflicts of Interest*

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

Whenever a Panel member or a Panel member's immediate family appeals to the Panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, or daughter.

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

### *Burden of Proof*

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

### *Hearing*

The Panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

### *Panel Decision*

The Panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The Panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

#### *Superintendent*

The Superintendent shall receive the Panel's decision and shall take such action as permitted by law, as s/he deems appropriate or necessary.

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 Department of Education.

DRAFT

## *Appeals Procedural Guidelines for LEA Appeals Panel Hearing*

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the Appeals Panel in the presence of all three members. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the district office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.

The Panel will meet, review and discuss all documents, and prepare questions to be asked of each party by the chair. The time and place of the hearing will be determined. Panel members may ask additional questions during the hearing.

The hearing will be held at a time and place set by the Panel. The evaluatee and evaluator will be notified of said time and invited to appear before the Panel, respond to the appeal and to answer questions from the Panel.

Legal counsel and/or KEA, who may speak for the individual they represent during the hearing, may represent both the evaluator and the evaluatee.

The hearing will be audiotaped and a copy provided to both parties if requested in writing.

Witnesses may be invited to provide information one at a time, but will not be permitted to observe the proceedings.

The following procedures will be followed during the hearing:

- The Chairperson will convene hearing, cover procedures that have been agreed upon by the Appeals Panel, and clarify the responsibility of the Panel.
- Each party will be allowed to make a statement of claim. The evaluatee will begin.
- The Panel may question the evaluatee and evaluator.
- Each party will be asked to make closing remarks.
- The chairperson of the Panel will make closing remarks.

***Certified Employee Appeals Form***  
**Gallatin County Schools**

***(To be submitted within five (5) working days after receipt of the summative evaluation)***

Certified Employee's Name: \_\_\_\_\_

Address: \_\_\_\_\_

Job Title: \_\_\_\_\_

Location: \_\_\_\_\_ Grade or Dept: \_\_\_\_\_

**Please answer the following questions & attach to this appeal form:**

- In your opinion, what evaluation procedures have not been followed thus rendering your summative evaluation unfair?

- Date you received the Summative Performance Report: \_\_\_\_\_

- Name of Evaluator: \_\_\_\_\_

Attach a copy of your summative evaluation and additional pages to this form. Your signature grants permission for your evaluation to be presented to and reviewed by the Appeals Panel.

\_\_\_\_\_  
Certified Employee's Signature

\_\_\_\_\_  
Date



***Decision of the Appeals Panel***  
**Gallatin County Schools**

***(A recommendation must be submitted to the Superintendent within fifteen (15) working days from the date the appeal was filed.)***

Appeals Panel Recommendation:

*Attach additional pages if necessary.*

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Appeals Panel Member Signature

\_\_\_\_\_  
Date

## Appendix A - Individual Corrective Action Plan

### Gallatin County Schools Corrective Action Plan

Teacher's Name: \_\_\_\_\_ Administrator's Name: \_\_\_\_\_

Location: \_\_\_\_\_ School year: \_\_\_\_\_ Implementation Date: \_\_\_\_\_

AREA OF NEED (Measure and Component)	OBJECTIVE / GOAL	Procedures / activities for achieving objective / goal	Appraisal method and target date	Required periodic checks set in (at minimum) one month intervals as described below. Initials and dates indicate progress is satisfactory otherwise noted
AREA OF NEED (Measure and Component)	OBJECTIVE / GOAL	Procedures / activities for achieving objective / goal	Appraisal method and target date	

Teacher and administrator will meet per the schedule above to review progress toward goals and make any necessary adaptations.

A Corrective Action Plan indicates that there is a need for immediate and sustained improvement. Failure to do so could result in a recommendation for non-renewal of the teacher's contract. This plan was thoroughly reviewed by:

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**NOTE:** KRS 161.790 lists the following as causes for termination: insubordination, immoral character or conduct unbecoming, physical or mental disability, inefficiency/incompetence/neglect of duty

## Introduction to Vector Solutions

Web Address = [tp1.goteachpoint.com/faces/public/login.xhtml](http://tp1.goteachpoint.com/faces/public/login.xhtml)

On the login page,

- District ID = Gallatin
- Username = firstnamelastname (No space or period)
- Password = User determined when logging in the first time.

Vector Solutions™

District ID

Username

Password

**Sign in**

[Difficulty signing in? Click here](#)

Thanks for your support!

Stay in the know with Vector Solutions.  
Visit our [blog](#) for Product Insights,  
Success Stories, and more.

We're here to support you too:

- 1-866-202-9455x3 (8am-5pm ET)
- [support.vectorevaluationsplus@vectorsolutions](mailto:support.vectorevaluationsplus@vectorsolutions)

Inspired Leaders. Empowered Teachers.  
Engaged Students. Reaching their fullest potential.

**TeachPoint** is Becoming  
Featuring Vector Evaluations+, Vector Professional  
Development Tracking, and other innovative products... so  
you're ready for what's next.

Vector Solutions™

**WATCH VIDEO**

Every employee deserves the opportunity to do their best work. The annual evaluation process can be complicated - self assessments, manager reviews, calibrations, approvals, and many other steps need to be accounted for. The Vector Evaluations+ Performance Management solution is a customizable online program that strengthens staff development and effectiveness. Our online solution makes the process simple, so you have more time to focus on the people.

ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

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

An evaluation committee composed of an equal number of teachers and administrators (KRS 156.557) developed this evaluation plan.

Name:	Title:
Tony Jury	Director of Curriculum, Instruction and Assessment
Amanda New	Principal, Gallatin County Upper Elementary
Angela Lewis	Asst. Principal, Gallatin County High School
Nicole LeGrand	Asst. Principal, Gallatin County Upper Elementary
Megan Morris	Principal, Gallatin County Lower Elementary
Morgan Berkshire	Teacher
Morgan McClure	Teacher
Mandy Young	Teacher
Marty Glenn	Teacher
Amanda Terrell	Teacher

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

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

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

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

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

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

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

The local board of education shall review, as needed, the district’s certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed

from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

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

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date