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TO: Dr. Jesse Bacon, Superintendent *JJB*
Adrienne Usher, Assistant Superintendent

FROM: Althea Hurt, Director of Human Resources *AH*

DATE: February 21, 2023

RE: Item for March Board Meeting - 2023-2024 Certified Evaluation Plan (CEP)

Submitted for approval is the **BCPS 2023-2024 Certified Evaluation Plan**. There are no new state mandates for next school year. The only revisions are the district logo and the addition of a "Criteria for Determining the Performance Measure for a Summative Rating" chart for teachers.

The plan has been reviewed by the BCPS 50/50 Committee and will be submitted to Mr. Todd Davis, Educator Licensure and Quality Division Director with the Kentucky Department of Education upon BCPS Board approval.

Attachments: CEP Document
Assurances Document

ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Bullitt County Public Schools district hereby assures the Commissioner of Education that:

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

Name:	Title:
Kimberly Ludwig	Teacher
Rebecca Johnson	Teacher
Tiffany Walker	Teacher
Kristi Lynch	Principal
Julie Shumaker	Principal
Julie Wright	Principal

Althea Hurt (HR Director, Facilitator)

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

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

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

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

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

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

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

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

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

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date



Certified Employee Evaluation Plan

2023 - 2024

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Section I - Overview

All employees required to hold a valid certificate, issued by the Kentucky Department of Education, in order to perform their functions are to be evaluated as follows:

- (1) All school and district-level administrators, including the Superintendent, and all non-tenured teachers shall be evaluated summatively each year. The Superintendent shall be evaluated annually by the Board of Education to include opportunity for professional growth pursuant to KRS 156.111.
- (2) Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's Certified Evaluation Plan within **30 calendar days** of reporting for employment each school year. Evaluators must meet CEP requirements prior to conducting a formative or summative evaluation. The district will train primary evaluators in the local evaluation process. There will be three (3) hours of annual EILA approved evaluation training provided by the district. Evaluators are required to secure three (3) additional EILA approved hours of evaluation training each year.
- (3) Employees new to the school system shall be
 - A. Observed and all documentation reviewed at the end of the first half of the school year, and these actions shall be documented on a mid-year report; and
 - B. Evaluated near the end of the second half of the school year using the summative evaluation form.
- (4) All tenured certified school personnel shall be evaluated a minimum of one time during every three (3) year period. Tenured certified school personnel with the legal first names beginning I through P shall be evaluated during the 2022-2023 school year. Tenured certified school personnel with the legal first names beginning Q through Z shall be evaluated during the 2023-2024 school year. Tenured certified school personnel with the legal first names beginning A-H shall be evaluated during the 2024-2025 school year. Certified school personnel, when first achieving continuing contract status, shall enter the cycle according to the first letter of their legal first name.

Tenure educators (By First Letter of Legal First Name)

	2023-2024	2024-2025	2025-2026
Mini Observation	A-H	I-P	Q-Z
Mini Observation	I-P	Q-Z	A-H
Full Observation	Q-Z	A-H	I-P

The Director of Human Resources is designated as the person responsible for evaluation training and as the contact person for the evaluation plan in the Bullitt County School system.

Section II – Forms

- (1) The formative and summative evaluation forms used in evaluating certified personnel shall be developed and/or accepted by the evaluation committee and approved by the Superintendent and Board of Education.
- (2) For each formal observation, the pre-observation form will be utilized and will be reviewed during a pre-observation conference. For administrators, the growth plan will be utilized in lieu of a pre-observation form.
- (3) Student work samples appropriate to each position may be collected and used in the evaluation cycle.
- (4) **A mid-year report shall be completed for all non-tenured teachers and teachers new to the district.** The

evaluatee and evaluator shall sign the form and it shall be submitted to the Human Resources department (via the district approved platform) at the end of the first semester.

- (5) **An individual professional growth plan shall be developed by all certified employees.** The growth plan shall be reviewed annually.
- (6) A Corrective Action Plan shall be developed when any employee receives a rating of “Ineffective” on a summative evaluation or when an employee demonstrates a recurring significant deficiency in work performance.

Section III - Procedures

Formative:

- (1) The principal and assistant principals may conduct observations and summative evaluations.
- (2) When conducting an administrator evaluation, the primary evaluator may seek assistance from other administrative personnel in the collection of data.
- (3) The collection of data shall be considered a vital part of any evaluation. All evidences used for purposes of evaluation shall be documented in the district-approved platform.
- (4) All monitoring and observations of performance of a certified employee shall be conducted openly and with full knowledge of the employee.
- (5) Unannounced visits by the evaluator(s) are permissible. Any documentation collected during these visits shall be shared with the evaluatee within five (5) working days. District walkthroughs are not evaluative.
- (6) A pre-observation conference shall be held prior to each formal observation. The evaluator shall also hold a post-observation conference within five (5) working days after each required documented observation.
- (7) The evaluator shall summarize the observations and conferences in the district-approved platform and may provide a hard copy to the employee at the end of the post-observation conference.
- (8) If requested by the certified educator, an additional observation by another certified evaluator trained in the certified educator’s content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A certified evaluator who exercises this option shall do so, in writing to the evaluator, by no later than March 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 five (5) working days of the certified evaluator’s written request, the evaluator shall select the third-party observer.
- (9) All observations shall be completed prior to May 1 of the evaluation cycle. The summative evaluation shall be discussed at a conference between the evaluator and the employee by May 1 of the evaluation cycle and shall include all evaluation data.
- (10) Additional observations are required when an employee receives any ratings of “Ineffective.” Any visit, observation, or event adversely affecting the evaluation of an employee shall be discussed with the employee and a written record maintained.
 - A. The evaluator shall observe the employee’s work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification of deficiencies. For the employee not assigned to a classroom, the evaluator must observe work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee’s job responsibilities.
 - B. The evaluator shall identify staff services and/or materials, which the employee may use to help correct the identified deficiencies. There shall be one (1) professional resource person who will serve in an assistance capacity only.
 - C. The evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

Summative:

- (1) Certified employees will be evaluated using the following table of performance criteria aligned to the four performance measures.

Performance Criteria and Role	Measures			
	Planning	Environment	Instruction	Professionalism
Athletic Director <i>District determined performance criteria specific to evaluatee's job category</i>	<u>Standard 1</u> Organizational Management	<u>Standard 3</u> Human Resources Management	<u>Standard 5</u> School Climate	<u>Standard 2</u> Communications and Community Relations Standard 4 Professionalism
District-Level Administrators <i>District determined performance criteria specific to evaluatee's job category</i>	<u>Standard 1</u> Mission, Vision, & Core Values <u>Standard 9</u> Operations & Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity & Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers & Staff	<u>Standard 4</u> Curriculum, Instruction, & Assessment <u>Standard 5</u> Community of Care & Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics & Professional Norms <u>Standard 8</u> Meaningful Engagement of Families & Community
Other Professionals <i>The Kentucky Framework for Teaching – Specialists Frameworks Guidance Counselor, School Social Worker, Supervisor of Social Services, Instructional Coach, Library Media Specialist, Speech Language Pathologist, School Psychologist</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
Occupational Therapists <i>Occupational Therapist Standards</i>	<u>Standard 3</u> Maintains overall responsibility for the development, documentation, and implementation of occupational therapy	<u>Standard 2</u> Maintains responsibility for all aspects of the screening, evaluation, and re-evaluation process	<u>Standard 1</u> Delivers Services that reflect philosophical base of Occupational Therapy services in accordance with AOTA	<u>Standard 4</u> Maintains responsibility for documentation of student's performance, overall improvements or decline in functional performance areas, as well as providing discharge summaries for students exiting occupational therapy services
Teachers <i>KY Framework for Teaching – Preschool</i>	<u>Standard 1</u> Planning and Preparation	<u>Standard 2</u> The Environment	<u>Standard 3</u> Delivery of Service	<u>Standard 4</u> Professionalism
Principals/ Assistant Principals <i>Professional Standards for Educational Leaders (PSEL)</i>	<u>Standard 1</u> Mission, Vision, & Core Values <u>Standard 9</u> Operations & Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity & Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers & Staff	<u>Standard 4</u> Curriculum, Instruction, & Assessment <u>Standard 5</u> Community of Care & Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics & Professional Norms <u>Standard 8</u> Meaningful Engagement of Families & Community

Teachers <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
Other Teachers <i>KY Framework for Teaching – Family Liaison, Home-Hospital, ARC Chairperson, Etc.</i>	<u>Standard 1</u> Demonstrate Applied Content Knowledge <u>Standard 2</u> Designs and Plans Instruction	<u>Standard 3</u> Creates and Maintains Learning Climate	<u>Standard 4</u> Implements/Manages Instruction <u>Standard 5</u> Assesses/Communicates Learning Results <u>Standard 6</u> Demonstrates the Implementation of Technology	<u>Standard 7</u> Reflects/Evaluates Teaching and Learning <u>Standard 8</u> Collaborates with Colleagues/Parents/Others <u>Standard 9</u> Evaluates Teaching/Implements Professional Development <u>Standard 10</u> Provides Leadership within School/Community/Profession
Digital Learning Coaches <i>Technology Standards</i>	<u>Standard 2</u> Teaching and Learning	<u>Standard 6</u> Support, Operations, and Concepts	<u>Standard 3</u> Assessment and Evaluation <u>Standard 9</u> Demonstrates Implementation of Technology	<u>Standard 1</u> Professional Leadership and Vision <u>Standard 4</u> Productivity and Professional Practice <u>Standard 5</u> Social, Legal, and Ethical Issues <u>Standard 7</u> Reflects/Evaluates Teaching/Learning <u>Standard 8</u> Collaborates with Colleagues/Parents/Others

- (2) The evaluator will determine, based on evidence from the four performance measures: planning, environment, instruction, and professionalism, a summative rating. All ratings must be recorded on the district-approved forms/platform. Documentation for all certified employees and shall be discussed with the employee in a conference.
- (3) The overall performance measure rating will be based upon professional judgement and summative ratings of the four performance measures. The four performance measures are Ineffective, Developing, Accomplished, & Exemplary. If two ratings are equal, choose the higher rating.
- (4) All summative evaluations shall be based on multiple sources of evidence (evaluator observations, professional growth planning, and other possible sources of evidence.) Peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer observers will be trained via KDE offerings once every three years.
- (5) The summative evaluation shall be discussed at a conference between the evaluator and all employees by May 1 and shall include all evaluation data.
- (6) The evaluator shall take into consideration and note in writing any circumstances that may adversely affect an employee's performance.
- (7) The employee shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation in the employee's official personnel file.
- (8) A copy of the evaluation shall be provided to the person evaluated at the end of the summative conference.
- (9) Employees shall be required to digitally sign all forms ensuring the evaluation has been discussed and a paper copy of the evaluation may be provided to the evaluatee. **The signing of the forms does not mean the employee agrees with the content, only that the forms have been reviewed and discussed.**
- (10) One designated building administrator shall evaluate the performance of itinerant/the raveling employees assigned to

his/her school. The itinerant/traveling employee may request additional evaluative input from other supervising administrators.

The Performance Measures for Certified Administrators will be rated according to the four performance ratings in the chart below.

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

**The PSEL Rubric, (living document in continuous development by the Kentucky Department of Education), can be used as a resource only.*

Criteria for Determining the Performance Measure for a Summative Rating

IF	THEN
If Environment AND Instruction are both rated Ineffective	the Summative Rating is Ineffective.
If Environment OR Instruction is rated Ineffective	the Summative Rating is Developing or Ineffective.
If Planning OR Professionalism is rated Ineffective	the Summative Rating shall not be Exemplary.
If two Performance Measures are rated Developing AND two are rated Accomplished	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Accomplished.
If two Performance Measures are rated Developing AND two are rated Exemplary	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Exemplary.
If two Performance Measures are rated Accomplished AND two are rated Exemplary	the Summative Rating shall be Exemplary only if Environment OR Instruction is rated Exemplary

Section IV – Plans of Action

Individual Professional Growth Plan:

- (1) A growth plan is an individualized plan that includes:
 - A. Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
 - B. Objectives, a plan for achieving the objectives, and a method for evaluating success; and
 - C. Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and
 - D. Identification of school and district resources within available funds to accomplish the goals.

The plan shall be developed by all certified personnel annually. The beginning of the evaluation cycle occurs immediately following the summative conference. The growth plan shall be reviewed annually, and review may be expected during the formative conference. The growth plan will be reviewed during the summative conference.

- (2) The professional growth plan requirement shall be met by completing one of the following:
 - A. The employee shall develop a professional growth goal, which should be based on the certified educator's reflection component. The principal and certified educator shall review the appropriateness of the goal.
 - B. Any employee receiving a rating of "Developing" during the summative evaluation process may be placed on an assistance plan to address the criterion.
 - C. Any employee receiving a rating of "Ineffective" during the summative evaluation process shall be placed on a corrective action plan.

Assistance Plan:

- (1) When a deficiency in work performance is occurring, the evaluator shall note the deficiency in writing and hold a

conference with the employee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee.

- (2) Improvement of deficiencies by the employee shall be documented in the individual assistance plan.

Corrective Action Plan:

- (1) When a significant deficiency in work performance is recurring, and may have an adverse effect on continuing employment, the evaluator shall note the deficiency in writing and hold a conference with the employee and the Superintendent/designee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee and Superintendent/designee, following each meeting.
- (2) Improvement of deficiencies by the employee shall be noted in writing and attached to all copies of the individual corrective action plan.

Section V – Appeals Process

- (1) Any employee disagreeing with his/her summative evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the Appeals Panel as identified in item #4 and as required by 704 KAR 3:370.
- (2) The evaluator shall inform the employee of his/her right to respond to his/her evaluation in writing, and that he/she may appeal both the substance and the procedural aspects of his/her evaluations within ten (10) working days. An employee may, within ten (10) working days after receipt of an evaluation, complaint or reprimand, file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or reprimand and a copy to Human Resources for attachment to the document.
- (3) In cases of impasses, normal due process procedures prevail. An Appeals Panel consisting of two members elected by the certified staff and one member appointed by the Bullitt County Board of Education shall be established. This panel shall review the substance and the procedural aspects of the evaluation of any certified employee who appeals his/her evaluation.
- (4) For appeals to the local evaluation appeals panel, each local evaluation plan shall provide for the following:
 - A. Right to a hearing as to every appeal; and
 - B. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
 - C. Right to presence of evaluatee's and/or evaluator's chosen representative.

Section VI - Timeline

Within 30 calendar days of Opening Day	Evaluator reviews evaluation plan with certified educators.
By September 15	Certified educator conducts a self-reflection and creates a professional growth plan .
By December 15	Mid-Year Reports must be completed.
By May 1	Summative evaluations must be completed. <i>(All observations must be completed PRIOR to May 1)</i>

Section VII – Professional Growth Planning, Self-Reflection, & Summative

The Professional Growth Plan for all certified educators, will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources, which may include classroom observation feedback, student feedback, peer feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, educators will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Late hires will complete this process within 20 working days of employment.

The certified educator:

- (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus each year; (For principals, this may include a working conditions goal.)
- (2) collaborates with his or her administrator to develop a professional growth plan and action steps;
- (3) enters professional growth plan in district-approved technology platform;
- (4) implements the plan;
- (5) regularly reflects on the progress and impact of the plan on his or her professional practice;
- (6) modifies the plan as appropriate;
- (7) continues implementation and ongoing reflection;
- (8) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Non-tenured certified educators with zero (0) years of teaching experience will engage in the BCPS New Teacher Induction program for a total of 12 hours for professional learning credit during their first year. Late hires will follow the PL guidelines for appropriate number of hours to complete.

Evaluation TimeLine for Late Hires (Non-Tenured)

***CEP Training Must Take Place Within the First 30 Days of Employment**

Professional Growth Plan Completion	Within 20 Working Days of Employment
If hired in August, September, or October	1 st Mini by December 1/end of 1 st Semester 2 nd Mini prior to May 1 Full Observation prior to May 1 (Mini & Full must be at least 10 working days apart)
If hired in November, December, January, February, March	Mini prior to May 1 Full Observation prior to May 1 (Mini & Full must be at least 10 working days apart)
If hired in April	Full Observation prior to May 1 (Mini & Full must be at least 10 working days apart)

Section VIII - Observation

The immediate supervisor of the certified employee shall designate the primary evaluator. Principals and assistant principals may conduct observations and summative evaluations.

Observers of certified teachers and other professionals will conduct mini observations of approximately 20 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation. All observations shall be documented in district-approved technology platform.

Non-tenured certified educators will be observed three times each year:

- First mini observation by end of first semester
- Full observation and second mini observation prior to May 1 with at least ten instructional days between the two observations
- Final observation is a formal observation consisting of a full class or lesson observation

Tenured certified educators will be observed as follows:

- Year 1 ~ Mini observation prior to May 1
- Year 2 ~ Mini observation prior to May 1
- Year 3 ~ Full observation prior to May 1

Section IX – Observation Conferencing

Mini observations shall include a pre-observation conference within 24 hours prior to the observation, a 20 minute scheduled observation, and a post-observation conference within five (5) working days. **The evaluator determines the format of the pre-observation conference (electronic or face-to-face).** The evaluator will focus on one aspect of the certified educator's PGP during the mini observation, which shall be discussed during the pre-observation conference.

Full observations shall include a pre-observation conference within 24 hours of the observation, a full class period scheduled observation, and a post-observation conference within five (5) working days. **The evaluator determines the format of the pre-observation conference (electronic or face-to-face).**

The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1.

Section X – Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- **Late hires will merge into the observation schedule based upon hire date.**
- **Observations must be completed prior to May 1.**

Section XI – Evaluation Training

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting summative evaluations. Each year following the Initial Certified Evaluation Training, all evaluators must complete six (6) hours of EILA approved evaluation training annually.

To ensure consistency of observations, all evaluators conducting observations must complete the district-approved observation training prior to conducting observations used for the purpose of evaluation.

Section XII – Principal/Assistant Principal/District-Level Administrators Evaluation Information

Professional Standards for Educational Leaders (PSEL)

The Professional Standards for Educational Leaders (2015) have a strong, clear emphasis on students and student learning. They outline the foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st century. Performance for principals, assistant principals, and certified district-level administrators will be rated for each standard according to the four performance levels: ***Ineffective***, ***Developing***, ***Accomplished***, and ***Exemplary***.

The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

**The PSEL Rubric, (living document in continuous development by the Kentucky Department of Education), can be used as a resource only.*

1. Mission, Vision, and Core Values – 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.
2. Ethics and Professional Norms – Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.
3. Equity and Cultural Responsiveness – Effective educational leaders strive for equality of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
4. Curriculum, Instruction, and Assessment – 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.
5. Community of Care and Support for Students – Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.
6. Professional Capacity of School Personnel – Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.
7. Professional Community for Teachers and Staff – Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.
8. Meaningful Engagement of Families and Community – 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.
9. Operations and Management – Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.
10. School Improvement – Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

REQUIRED EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS

Professional Growth Planning and Self-Reflection

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 growth and achievement, and professional growth needs identified through self-assessment and reflection. Late hires will complete this process within 20 working days of employment.

Self-reflection is meant to improve professional practice through careful consideration of the impact of leadership practice. The principal will complete a Professional Growth Plan and send to his/her Director for review prior to sending to the Superintendent for approval. The district-level administrator will send his/her Professional Growth Plan to the Superintendent/Designee for approval.

Working Conditions Growth Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting, in collaboration with the Superintendent, a two-year Working Conditions Growth Goal based on the most recent IMPACT Survey. The Working Conditions Growth Goal shall be added to the School Improvement Plan.

● **Steps to Completing the Working Conditions Growth Goal**

1. Principals will identify an IMPACT survey question that indicates a need for growth and will then identify additional IMPACT survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Professional Standards for Educational Leaders (PSEL).
3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. The Superintendent/Designee will specify the level to be achieved for Developing, Accomplished, and Exemplary ratings.
5. Complete an Action Plan outlining the steps the principal will take to accomplish the established goal.

6. Final evaluation of the Working Conditions Growth Goal will be measured based on the next IMPACT survey results.

Site-Visits

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

A pre-conference will be held between the principal and superintendent or the principal and the assistant principal, on the day of the visit prior to the observation. **The Growth goal will be discussed in lieu of a pre-observation form.** The observation will consist of 60-90 minutes. The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre-conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference. Late hires will merge into the observation schedule based upon hire date.

Site visits shall:

- be applied in a variety of settings
- provide information on a wide range of contributions made by principals and district-level administrators
- range from observing how a principal or district-level administrator interacts with others to observing programs and shadowing the administrator
- be connected to the Professional Standards for Educational Leaders (PSEL) and performance criteria applicable to the district evaluatee's position.

Summative Conference

A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for all certified administrators. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description, and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating.

Criteria for Determining the Performance Measure for a Summative Rating

IF	THEN
If Environment AND Instruction are both rated Ineffective	the Summative Rating is Ineffective.
If Environment OR Instruction is rated Ineffective	the Summative Rating is Developing or Ineffective.
If Planning OR Professionalism is rated Ineffective	the Summative Rating shall not be Exemplary.
If two Performance Measures are rated Developing AND two are rated Accomplished	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Accomplished.
If two Performance Measures are rated Developing AND two are rated Exemplary	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Exemplary.
If two Performance Measures are rated Accomplished AND two are rated Exemplary	the Summative Rating shall be Exemplary only if Environment OR Instruction is rated Exemplary

Other Sources of Evidence/Products of Practice

Principals/Assistant Principals/District-level Administrators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's/district-level administrator's practice within the standards. Additional evidence provided in support of administrator practice may include items from the following list (not a comprehensive list):

- | | |
|---|--|
| <input type="checkbox"/> Faculty Meeting Agendas and Minutes | <input type="checkbox"/> School-Wide PLC Process Documentation |
| <input type="checkbox"/> Collaborative Team Agendas and Minutes | <input type="checkbox"/> Leadership Team Agendas and Minutes |

- ☐ Instructional Walk-Through Documentation
- ☐ Parent/Community Engagement Surveys
- ☐ Professional Organization Memberships
- ☐ EILA/Professional Learning Experience Documentation
- ☐ Parent/Community Engagement Events Documentation
- ☐ Surveys
- ☐ School Schedules
- ☐ SBDM Minutes
- ☐ Budgets

Principal/Assistant Principal/Certified District Level Administrator Summary Timeline

By August 1	Superintendent/Designee reviews expectations with Principals, Asst. Principals, & District-Level Admin.
By November 15	Principal/Assistant Principal/District-level Admin. will individually develop a Professional Growth Plan. Principals and Asst. Principals will collaboratively develop a Working Conditions Goal.
By December 30	Superintendent/Designee conducts site visit
By March 31	Completion of IMPACT Survey, depending on 2 year cycle
By April 30	Superintendent/Designee conducts a Site Visit
By April 30	Summative conference with Principal/Assistant Principal to review the Working Conditions Goal and Professional Growth Plan. Summative with District-Level Admin to review the Professional Growth Plan

*Additional Conferences may be held as deemed necessary to monitor PGP process.

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

Certified Employee Evaluation Committee

Kimberly Ludwig, Teacher

Rebecca Johnson, Teacher

Tiffany Walker, Teacher

Kristi Lynch, Principal

Julie Shumaker, Principal

Julie Wright, Principal

Facilitator ~ Althea Hurt, Director of Human Resources