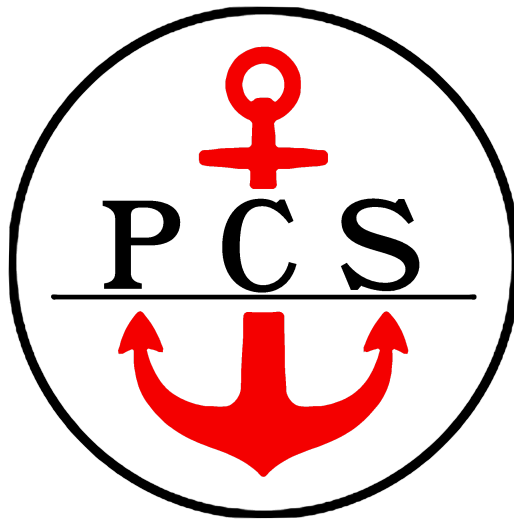


# **Powell County School District Certified Evaluation Plan**



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## ASSURANCES

### CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

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

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

<b>Name</b>	<b>Title</b>	<b>Name</b>	<b>Title</b>
Tiffany Anderson	District Admin	Meghan Mays	Teacher
Stacy Linn	District Admin	Savannah Creech	Teacher
Meredith Robinson	District Admin	Ashley Randall	Teacher
Kimberly Hearne	Assistant Principal	Odra Imam	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 original evaluation plan as recorded in the minutes of the meeting held on April 9, 2018. The local board of education approved the revised evaluation plan as recorded in the minutes of the meeting held on April 18, 2023. (704 KAR 3:370)

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**Signature of District Superintendent**

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**Date**

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**Signature of Chairperson, Board of Education**

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**Date**

**Powell County Schools**  
**691 Breckenridge Street**  
**Stanton, KY 40353**

**Superintendent:** Sarah Wasson  
**District Evaluation Coordinator:** Tiffany Anderson

**KRS 156.557 Section 4. (1)**  
An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent’s evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

**Member of the 50/50 Evaluation Committee:**

Tiffany Anderson	District Admin	Meghan Mays	Teacher
Stacy Linn	District Admin	Savannah Creech	Teacher
Meredith Robinson	District Admin	Ashley Randall	Teacher
Kimberly Hearne	Assistant Principal	Odra Imam	Teacher

**Members of the Appeals Committee:**

- Two (2) members of the panel shall be elected by and from the certified employees of the District and two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve.
- The Local Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.
- The chairperson of the panel shall be the certified employee appointed by the Local Board and the alternate chairperson shall be the alternate certified employee appointed by the Local Board.
- All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30.
- The names and positions of all primary and alternate members shall be posted in each school and on file at the Central Office.

## **CERTIFIED OBSERVER/EVALUATOR CERTIFICATION**

Each certified staff member will be evaluated by their immediate supervisor or superintendent appointed designee unless otherwise noted at the start of the observation year (July 1). Itinerant Staff will be evaluated by the immediate supervisor at their home school.

### **Prior to conducting a formative or summative evaluation:**

- Within forty-five (45) days of employment, observers will complete an initial two day certification training through the Kentucky Department of Education (KDE), unless the certification is brought from another district.
- Upon completion of the training through KDE, one will be considered a certified observation evaluator and will be required to participate annually in the six hour, EILA approved Evaluator Update Training provided by the district.
  - Failure to complete the six hour, EILA approved Evaluator Update Training will result in loss of certification
  - In order to obtain recertification, one must repeat the initial two day certification training through KDE.
- Only supervisors who have completed this training will be able to conduct mini and full observations for the purpose of evaluation. In the event this has not occurred, the district will provide support.
  - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
- If an evaluator is not able to perform his or her duties as an observer, the superintendent will appoint an interim certified observer to complete observations/evaluations.

## TEACHERS' AND OTHER PROFESSIONALS' EVALUATION PROCESS

*Includes, but not limited to:*

*Classroom Instructors, Special Education Instructors, Interventionists, School Guidance Counselors, Psychologist, Instructional Specialist, Instructional Coaches, Library Media Specialist, Therapist, and Non-Administrative District Personnel*

The vision for the Certified Evaluation Plan is to have every student taught by effective certified staff. The goal is to create a fair and equitable system to measure effectiveness and act as a catalyst for professional growth. The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the domains of: **Planning, Environment, Instruction, and Professionalism**.

When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the evaluatee. The frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodation for individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback and continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to 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 domain.

### Evidence for Evaluations

#### ***Required Sources of Evidence:***

##### **PLANNING/PROFESSIONALISM**

- \* Self-Reflection/Professional Growth Plans
- \* Multiple Measures of Student Learning
- \* Evidence Presented in Pre/Post Conference

##### **ENVIRONMENT/INSTRUCTION**

- \* Self-Reflection/Professional Growth Plans
- \* Multiple Measures of Student Learning
- \* Observation(s)/Worksite Visit(s)

#### ***Optional Sources of Evidence:***

- \* Lesson Plans/Unit Plans
- \* Student Work Samples
- \* Surveys
- \* Engagement in Professional Organizations

- \* PLC Agendas and Minutes
- \* Communication Logs
- \* Record of Attendance
- \* Other: Determined by Evaluator/Evaluatee

## **Sources of Evidence**

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

All teachers and other professionals participate in Self-Reflection and the Professional Growth Plan each year. Self-reflection should occur prior to initial Professional Growth Plan development. The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals that will drive the focus of professional growth activities, support, and ongoing reflection. Reflective practices and professional growth planning are continuous processes. The certified staff (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; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

### **Multiple Measures of Student Learning**

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. Measures of student learning could include, but are not limited to: state assessments, formative assessments, summative assessments, MAP, ACT, Career Readiness, progress monitoring, student presentations of learning and other school based measures of student learning.

### **Observation/Worksite Visit**

The observation/worksite visit process is one source of evidence to determine effectiveness of professional practice. The supervisor observation/worksite visit will provide documentation and feedback to measure effectiveness. Only observations conducted by the evaluator will be used to inform a summative rating. The rationale for observation is to encourage continued professional growth through critical reflection.

### Observation Cycles/Types/Windows and Summative Evaluations

Observation Cycle	Observation Type Window One (Sept. 1st - Nov. 30th)	Observation Type Window Two (Jan. 1st - April 15th)	Summative Evaluation
Tenured Certified Staff Formative Year One (T1)	Mini Observation (20-30 minutes)	Not Required	Not Required
Tenured Certified Staff Formative Year Two (T2)	Mini Observation (20-30 minutes)	Not Required	Not Required
Tenured Certified Staff Summative Year Three (T3)	Not Required	Full Observation (Class Period/ Lesson)	Completed after the full observation in window two and prior to April 20th
Non-Tenured Staff (NT)	Full Observation (Class Period/Lesson)	Full Observation (Class Period/Lesson)	Completed after the full observation in window two and prior to April 20th

*\*A pre-conference must be held, in-person or electronically, no later than two (2) instructional days prior to the mini/full observation.*

*\*A post-conference must be held, in-person, no later than five (5) instructional days following the mini/full observation.*

*\*Late hires will complete any observations during the window in which they are hired and any others for the remainder of the school year. They must have at least one observation in the school year in which they are hired.*



### **Determining the Summative Rating**

At the conclusion of the summative evaluation year, the summative rating is determined by the performance ratings given for each performance measure on the formative evaluation. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance

For certified, tenured employees in their summative year evaluation cycle, supervisors need to factor in any data and evidence from the two previous formative evaluation cycle years to determine a summative rating for the current year. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file.

For certified, non-tenured employees, each year is a summative evaluation cycle year, so the supervisor would not factor in any data or evidence from previous years to attain the summative rating for the current year.

The evaluator determines the performance rating for each performance measure based on evidence that demonstrates the educator's performance that aligns with the framework. The summative rating is then informed by the educator's performance ratings in each of the four performance measures using the following decision rules:

#### **CRITERIA FOR DETERMINING A SUMMATIVE RATING**

<b>IF.....</b>	<b>THEN.....</b>
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
Performance Measures 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Performance Measures 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective
Performance Measures 2 and 3 are rated INEFFECTIVE	Summative Rating shall be Ineffective

***\*An Ineffective Rating indicates a Corrective Action Plan for professional growth is required***

## Steps/Timeline of the Evaluation Process

<b>Component of Evaluation Process</b>	<b>Evaluatee</b>	<b>Evaluator</b>
<b>Self-Reflection and Professional Growth Plan</b>	Completed by <i>August 30th or within the first ten (10) days of reporting to duty</i> if a late hire	Reviewed by <i>September 15th or twenty (20) days following the date of hire</i> for late hires
<b>Beginning of the Year Conference</b> to review Self-Reflection, Professional Growth Plan and discuss concerns	Conference between evaluatee and evaluator by <i>September 15th or 20 days following the date of hire</i> for late hires	Conference between evaluatee and evaluator by <i>September 15th or 20 days following the date of hire</i> for late hires
<b>Window One:</b> Pre-Conference, Observation, and Post Conference  <i>September 1st-November 30th</i>	In collaboration with the evaluator, the evaluatee will schedule an observation date and time to be observed based on the observation cycle the evaluatee is on. <i>*Observation Cycle Chart can be found on page 8.</i>	In collaboration with the evaluator, the evaluatee will schedule an observation date and time to be observed based on the observation cycle the evaluatee is on. <i>*Observation Cycle Chart can be found on page 8.</i>
<b>Window Two:</b> Pre-Conference, Full Observation, Post Conference  <i>January 1st-April 15th</i>	In collaboration with the evaluator, the evaluatee will schedule an observation date and time to be observed based on the observation cycle the evaluatee is on. <i>*Observation Cycle Chart can be found on page 8.</i>	In collaboration with the evaluator, the evaluatee will schedule an observation date and time to be observed based on the observation cycle the evaluatee is on. <i>*Observation Cycle Chart can be found on page 8.</i>
<b>Professional Learning</b>	Document throughout the year; best practice to complete required hours prior to summative evaluation but <i>Due June 1st</i>	Review during summative evaluation. If the evaluatee does not complete the required 24 hours of professional learning, contact the Professional Learning Coordinator.
<b>Summative Evaluation and End of Year Review of Self-Reflection and Professional Growth Plan</b>	To be completed by the evaluator and reviewed with the evaluatee by <i>April 20th</i>	To be completed by the evaluator and reviewed with the evaluatee by <i>April 20th</i>

*\*Instructional Calendar Changes (i.e. snow day) - Timelines may need to be adjusted by the District Evaluation Coordinator if the instructional calendar is changed.*

*\*Recommendations by evaluators to the superintendent regarding re-employment/ termination must be made by April 20th*

## **ASSISTANT PRINCIPALS' AND OTHER BUILDING LEVEL ADMINISTRATORS' EVALUATION PROCESS**

*Includes, but not limited to:  
Assistant Principals and Dean of Students*

The vision for the Certified Evaluation Plan for assistant principals and other building level administrators is to have every school led by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

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 an administrator's professional practice will be situated within one or more of the 10 standards. The evidence supporting each standard will be used to rate each Performance Measure, *Planning*, *Environment*, *Instruction*, and *Professionalism*, as *Ineffective*, *Developing*, *Accomplished*, or *Exemplary*. It is expected that most administrators will maintain an Accomplished rating but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

### **Evidence for Evaluations**

#### ***Required Sources of Evidence:***

- \* Self-Reflection/Professional Growth Plans
- \* Multiple Measures of Student Learning
- \* Site-Visits and/or Mid-Year and End of Year Conferences

#### ***Optional Sources of Evidence:***

- \* Stakeholder Surveys
- \* Walk-Through Data
- \* Behavior/Discipline Data
- \* Performance Timelines
- \* Budgets
- \* Professional Learning Experience Documentation
- \* Professional Organization Memberships
- \* Parent/Community Engagement Events
- \* Agendas and/or Minutes (SBDM, PLCs, Faculty, Leadership Team)
- \* Other: Determined by Evaluator/Evaluated

## **Sources of Evidence**

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

All assistant principals and other building level administrators will complete the Self-Reflection and develop a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will address realistic, focused and measurable professional goals. The plan may connect data from multiple sources including site-visit conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

### **Multiple Measures of Student Learning**

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. Measures of student learning could include, but are not limited to: state assessments, formative assessments, summative assessments, MAP, ACT, Career Readiness, progress monitoring, student presentations of learning and other school based measures of student learning.

### **Site-Visits and/or Mid-Year and End of Year Conferences**

Site-Visits, Mid-Year and End of Year Conferences are a method by which the evaluator may gain insight into the administrator's practice in relation to the standards. During a site visit and/or conference, the evaluator will discuss various aspects of the job with the administrator and will use the administrator's responses to determine issues to explore further with the faculty and staff.

### **Determining the Summative Rating: Administration**

The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

#### **Determining the Ratings for Each Performance Measure**

<b>IF...</b>	<b>THEN...</b>
The Performance Measure has more than one standard and those standards are given the exact same rating	The Performance Measure rating shall be the rating given for those standards.
The Performance Measure has more than one standard and those standards are given different ratings	The Performance Measure rating shall be based on the sources of evidence and the evaluator's professional judgment.

#### **Determining the Summative Rating using the Performance Measures Ratings**

<b>IF...</b>	<b>THEN...</b>
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

**\*\* An Ineffective Rating indicates a Corrective Action Plan for professional growth is required**

### Steps/Timeline of the Evaluation Process

Component of Evaluation Process	Evaluatee	Principal
<b>Self-Reflection and Professional Growth Plan</b>	Completed by <i>August 15th or within 30 days of hire</i>	Reviewed by <i>August 30th or within 15 days of due date</i> for new hires
<b>Beginning of the year Conference</b> to review self-reflection and PGP, establish goals, and discuss concerns	Conference between evaluator and evaluatee by <i>August 30th or within 45 days of hire</i> for new hires	Conference between evaluator and evaluatee by <i>August 30th or within 45 days of hire</i> for new hires
<b>Mid-Year Review of PGP and Self-Reflection/Mid-Year Conference</b>	Conference between evaluator and evaluatee by <i>December 15th</i>	Conference between evaluator and evaluatee by <i>December 15th</i>
<b>Professional Learning</b>	Document throughout the year; best practice to complete required hours prior to summative evaluation but Due <i>June 30th</i>	Review during summative evaluation
<b>End of Year Conference and End of Year Review of PGP and Self-Reflection</b>	To be completed by the evaluator and reviewed with the evaluatee by <i>May 20th</i>	To be completed by the evaluator and reviewed with the evaluatee by <i>May 20th</i>
<b>Summative Evaluation</b>	To be completed by the evaluator and reviewed with the evaluatee by <i>May 20th</i>	To be completed by the evaluator and reviewed with the evaluatee by <i>May 20th</i>

## PRINCIPALS' EVALUATION PROCESS

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

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 an administrator's professional practice will be situated within one or more of the 10 standards. The evidence supporting each standard will be used to rate each Performance Measure, *Planning*, *Environment*, *Instruction*, and *Professionalism*, as *Ineffective*, *Developing*, *Accomplished*, or *Exemplary*. It is expected that most administrators will maintain an Accomplished rating but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

### **Evidence for Evaluations**

#### ***Required Sources of Evidence:***

- \* Self-Reflection/Professional Growth Plans
- \* Multiple Measures of Student Learning
- \* Site-Visits and/or Mid-Year and End of Year Conferences

#### ***Optional Sources of Evidence:***

- \* Stakeholder Surveys
- \* Walk-Through Data
- \* Behavior/Discipline Data
- \* Performance Timelines
- \* Budgets
- \* Professional Learning Experience Documentation
- \* Professional Organization Memberships
- \* Parent/Community Engagement Events
- \* Agendas and/or Minutes (SBDM, PLCs, Faculty, Leadership Team)
- \* Other: Determined by Evaluator/Evaluated

## **Sources of Evidence**

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

All principals will complete the Self-Reflection and develop a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will address realistic, focused and measurable professional goals. The plan may connect data from multiple sources including site-visit conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

### **Multiple Measures of Student Learning**

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. Measures of student learning could include, but are not limited to: state assessments, formative assessments, summative assessments, MAP, ACT, Career Readiness, progress monitoring, student presentations of learning and other school based measures of student learning.

### **Site-Visits and/or Mid-Year and End of Year Conferences**

Site-Visits, Mid-Year and End of Year Conferences are a method by which the evaluator may gain insight into the administrator's practice in relation to the standards. During a site visit and/or conference, the evaluator will discuss various aspects of the job with the administrator and will use the administrator's responses to determine issues to explore further with the faculty and staff.



### **Determining the Summative Rating: Administration**

The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

#### **Determining the Ratings for Each Performance Measure**

<b>IF...</b>	<b>THEN...</b>
The Performance Measure has more than one standard and those standards are given the exact same rating	The Performance Measure rating shall be the rating given for those standards.
The Performance Measure has more than one standard and those standards are given different ratings	The Performance Measure rating shall be based on the sources of evidence and the evaluator's professional judgment.

#### **Determining the Summative Rating using the Performance Measures Ratings**

<b>IF...</b>	<b>THEN...</b>
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

**\*\* An Ineffective Rating indicates a Corrective Action Plan for professional growth is required**

## Steps/Timeline of the Evaluation Process

Component of Evaluation Process	Principal	Superintendent
<b>Self-Reflection and Professional Growth Plan</b>	Completed by <i>August 1st or within 30 days of hire</i>	Reviewed by <i>August 15th or within 15 days of due date</i> for new hires
<b>Beginning of the year Conference</b> to review self-reflection and PGP, establish goals, and discuss concerns	Conference between principal and superintendent by <i>August 15th or within 45 days of hire</i> for new hires	Conference between principal and superintendent by <i>August 15th or within 45 days of hire</i> for new hires
<b>Site Visit One/Post Conference/Mid-Year Review of PGP/Mid-Year Conference</b>	Site Visit One to include a post-conference within five (5) working days. The post conference may be used to fulfill the mid-year conference requirement by <i>December 15th</i>	Site Visit One to include a post-conference within five (5) working days. The post conference may be used to fulfill the mid-year conference requirement by <i>December 15th</i>
<b>Site Visit Two/Post Conference/End of Year Review of PGP/End of Year Conference</b>	Site Visit Two to include a post-conference within five (5) working days. The post conference may be used to fulfill the end of year conference requirement by <i>May 20th</i>	Site Visit Two to include a post-conference within five (5) working days. The post conference may be used to fulfill the end of year conference requirement by <i>May 20th</i>
<b>Professional Learning</b>	Document throughout the year; best practice to complete required hours prior to summative evaluation but Due <i>June 30th</i>	Review during summative evaluation
<b>Summative Evaluation</b>	To be completed by the superintendent and reviewed with the principal by <i>May 20th</i>	To be completed by the superintendent and reviewed with the principal by <i>May 20th</i>

## DISTRICT ADMINISTRATORS' EVALUATION PROCESS

The vision for the Certified Evaluation Plan for district administrators is to have every school/staff support program and department lead by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

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/district improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the 10 standards. The evidence supporting each standard will be used to rate each Performance Measure, *Planning*, *Environment*, *Instruction*, and *Professionalism*, as *Ineffective*, *Developing*, *Accomplished*, or *Exemplary*. It is expected that most administrators will maintain an Accomplished rating but will occasionally have exemplary performance on the Performance Measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

### **Evidence for Evaluations**

#### ***Required Sources of Evidence:***

- \* Self-Reflection/Professional Growth Plans
- \* Multiple Measures of Student Learning
- \* Site-Visits and/or Mid-Year and End of Year Conferences

#### ***Optional Sources of Evidence:***

- \* Stakeholder Surveys
- \* Walk-Through Data
- \* Behavior/Discipline Data
- \* Performance Timelines
- \* Budgets
- \* Professional Learning Experience Documentation
- \* Professional Organization Memberships
- \* Parent/Community Engagement Events
- \* Agendas and/or Minutes (SBDM, PLCs, Faculty, Leadership Team)
- \* Other: Determined by Evaluator/Evaluated

## **Sources of Evidence**

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

All district administrators will complete the Self-Reflection and develop a Professional Growth Plan each year. Self-reflection improves district administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will address realistic, focused and measurable professional goals. The plan may connect data from multiple sources including site-visit conferences, previous evaluations, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

### **Multiple Measures of Student Learning**

Multiple measures of student learning is one source of evidence to determine effectiveness of professional practice. These multiple measures are assessments and data that demonstrate student learning. The measures used for the purposes of evaluation will be determined by the evaluator and evaluatee. Measures of student learning could include, but are not limited to: state assessments, formative assessments, summative assessments, MAP, ACT, Career Readiness, progress monitoring, student presentations of learning and other school based measures of student learning.

### **Site-Visits and/or Mid-Year and End of Year Conferences**

Site-Visits, Mid-Year and End of Year Conferences are a method by which the evaluator may gain insight into the administrator's practice in relation to the standards. During a site visit and/or conference, the evaluator will discuss various aspects of the job with the administrator and will use the administrator's responses to determine issues to explore further with the faculty and staff.

### **Determining the Summative Rating: Administration**

The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined as:

**Exemplary:** consistently exceeds expectations for effective performance

**Accomplished:** consistently meets expectations for effective performance

**Developing:** inconsistently meets expectations for effective performance

**Ineffective:** consistently fails to meet expectations for effective performance.

An administrator's Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence and professional judgment. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

#### **Determining the Ratings for Each Performance Measure**

<b>IF...</b>	<b>THEN...</b>
The Performance Measure has more than one standard and those standards are given the exact same rating	The Performance Measure rating shall be the rating given for those standards.
The Performance Measure has more than one standard and those standards are given different ratings	The Performance Measure rating shall be based on the sources of evidence and the evaluator's professional judgment.

#### **Determining the Summative Rating using the Performance Measures Ratings**

<b>IF...</b>	<b>THEN...</b>
Two Performance Measures are rated ACCOMPLISHED and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Exemplary or Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated EXEMPLARY	Summative Rating shall be Accomplished
Two Performance Measures are rated DEVELOPING and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be Accomplished or Developing
One of the Performance Measures is rated INEFFECTIVE	Summative Rating shall NOT be Exemplary
Two Performance Measures are rated INEFFECTIVE	Summative Rating shall be Developing or Ineffective**
Three or more Performance Measures are rated INEFFECTIVE	Summative Rating shall be Ineffective**

**\*\* An Ineffective Rating indicates a Corrective Action Plan for professional growth is required**

### Steps/Timeline of the Evaluation Process

Component of Evaluation Process	District Administrator	Superintendent
<b>Self-Reflection and Professional Growth Plan</b>	Completed by <i>August 1st or within 30 days of hire</i>	Reviewed by <i>August 15th or within 15 days of due date</i> for new hires
<b>Beginning of the year Conference</b> to review self-reflection and PGP, establish goals, and discuss concerns	Conference between district administrator and superintendent by <i>August 15th or within 45 days of hire</i> for new hires	Conference between district administrator and superintendent by <i>August 15th or within 45 days of hire</i> for new hires
<b>Mid-Year Review of PGP/Self-Reflection/Mid-Year Conference</b>	Conference between district administrator and superintendent by <i>December 15th</i>	Conference between district administrator and superintendent by <i>December 15th</i>
<b>Professional Learning</b>	Document throughout the year; best practice to complete required hours prior to summative evaluation but Due <i>June 30th</i>	Review during summative evaluation
<b>End of Year Review of PGP/Self-Reflection/End of Year Conference</b>	Conference between district administrator and superintendent by <i>May 20th</i>	Conference between district administrator and superintendent by <i>May 20th</i>
<b>Summative Evaluation</b>	To be completed by the superintendent and reviewed with the administrator by <i>May 20th</i>	To be completed by the superintendent and reviewed with the administrator by <i>May 20th</i>

## CORRECTIVE ACTION PLAN (CAP)

The Corrective Action Plan is to be completed by the evaluator with *discussion and assistance* from the evaluatee as it relates to an *ineffective or “does not meet” rating* on any one standard or more from the Summative Evaluation or when an immediate change is required in teacher/administrator/staff behavior.

The evaluator and evaluatee *must* identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard.

It is the evaluator’s responsibility to *document* all actions taken to assist the evaluatee in improving his/her performance. The evaluator *must* notify the District Evaluation Coordinator when a corrective action plan has been put in place for an employee

- **Standard Number or Skill needing to be addressed**  
Identify the specific standard(s)/skill from the Summative/Formative Evaluation Form that has an ineffective rating assigned or needs immediate change
- **Growth/Objective(s) Goals**  
Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative/Formative Evaluation document or needs immediate change. The evaluatee and the evaluator work closely to correct the identified weakness.
- **Procedures and Activities for Achieving Goal(s) and Objective(s)**  
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate. For example: additional training and time for implementation may be required OR an Intensive Assistance Team may be formed to work directly with the evaluatee.
- **Appraisal Method and Target Dates**  
List the specific target dates and appraisal methods used to determine improvement of the performance. Target dates may be short term or long term depending on the standard/skill action needed. Exact documentation and record keeping of all actions must be provided to the evaluatee.
- **Documentation of all reviews, corrective action, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee**  
Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

## EMPLOYEE INTENSIVE ASSISTANCE

One of the options for a corrective action plan is the establishment of an intensive assistance team. If a team is required, the following protocol must be used.

The purpose of the Intensive Assistance Team is to provide the employee every opportunity to attain the districts' standards of performance. The formation of an Intensive Assistance Team will usually occur when an Individual Corrective Action Plan is in place. Any district employee should understand that the request for an assistance team is the district's last attempt to salvage the career of the employee. If the standards are not attained, the employee is subject to contract termination.

An assistance growth plan is created in order to provide the employee with additional assistance and supervision to help him/her make the necessary changes in performance to meet district standards. The individual corrective action plan format may be used for this assistance growth plan or the team can devise a format specific to the assistance needed. Once an employee is on an assistance plan, the employee is allowed time to improve their performance and demonstrate that district standards have been attained.

**The evaluator shall provide assistance, resources, and the opportunity for the employee to reach the district standards. The following steps should be followed:**

- The evaluator shall confer with the employee and indicate the desire to bring in an assistance team. If the employee refuses assistance, the evaluator has few options left.
- In collaboration with the employee, a team is selected.
- The evaluator, employee, and team members meet to discuss the assistance process.
- Each meeting of the team is documented in summary format on the intensive assistance team log with recommendations.
- If the employee, in the judgment of the evaluator, makes progress with team assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on a Professional Growth Plan.
- When no improvement in performance toward meeting district standards is attained, even with the help of the assistance team, the employee shall become eligible for termination of employment.



## **APPEALS/HEARINGS**

### **Appeals**

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

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

### **Formation of Local Evaluation Appeals Panel**

- Two (2) members of the panel shall be elected by and from the certified employees of the District and two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve.
  - Ballots listing the candidates shall be prepared and distributed electronically to all certified staff members.
  - Appeals panel voting shall be conducted online via the district's electronic voting process.
  - The Local Evaluation Appeals Panel Chair shall total the votes and keep electronic tally sheets on file for two years.
  - The two candidates with the largest number of votes are named as primary members of the appeals committee.
  - The two candidates with the second largest number of votes are named as alternate appeals members.
- The Local Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.
- The chairperson of the panel shall be the certified employee appointed by the Local Board and the alternate chairperson shall be the alternate certified employee appointed by the Local Board.
- All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30.
- The names and positions of all primary and alternate members shall be posted in each school and on file at the Central Office.
- Members may be reappointed or re-elected.
- In the event of a vacancy prior to the end of the term, a special election will be held.

### **Conflicts of Interest**

- An alternate will serve on the Local Evaluation Appeals Panel under the following circumstances:
  - A member of the Local Evaluation Appeals Panel was the evaluator/immediate supervisor of the appellant
  - A member of the Local Evaluation Appeals Panel wishes to make an appeal;
  - Illness or circumstances beyond a member's control prevents attendance;
  - An immediate family member of a panel member is appealing; or
  - A member has been prejudiced in the appeal being considered

### **Appeals Procedure**

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

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

### **Hearing Procedures**

The following procedures will be implemented during the hearings:

- The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
- Each party will be allowed to make a statement of claim. The evaluatee will begin.
- The evaluatee may present relevant evidence in support of the appeal.
- The evaluator may present evidence in support of the summative evaluation.
- The Panel may question the evaluatee and evaluator.
- The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
- Each party (evaluator and evaluatee) will be asked to make closing remarks.
- The chairperson of the Panel will make closing remarks.
- The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - Upholding all parts of the original evaluation.
  - Voiding the original evaluation or parts of it.
  - Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

- The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
- The Superintendent may take appropriate action consistent with the Panel's decision.
- The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
- The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

### **Appeal to the Kentucky Board of Education**

According to 156.557 Section 9:

- **(1)** A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
- **(2)** The appeal procedures shall be as follows:
  - **(a)** The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
  - **(b)** No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
  - **(c)** A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
  - **(d)** A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
  - **(e)** A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

## ROLES AND DEFINITIONS

- **Appeals:** a process whereby any certified personnel employee who feels that the local district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
- **Assistant Principal:** certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by Education Professional Standards Board pursuant to 16KAR Chapter 3.
- **Calendar Days:** All days of the calendar, including weekends, holidays, etc...
- **Certified Administrator:** 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 the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
- **Certified Evaluation Plan:** the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
- **Certified School Personnel:** a certified school employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
- **Conference:** a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of observation(s), reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
- **Corrective Action Plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.
- **District-Level Administrator:** Certified Administrators in roles at the district level
- **Evaluatee:** certified school personnel who is being evaluated
- **Evaluation Committee:** a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
- **Evaluator:** the primary evaluator pursuant to KRS 156.557(5) (c) 2.
- **Evaluator Certification:** successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- **Face-to-Face:** In person or virtual meetings.
- **Formative Evaluation:** as defined by KRS 156.557(1) (a).
- **Instructional Days:** School days when students are present in person or in a virtual learning setting.

- **Immediate Family:** a family member who is the father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, or corresponding in-law.
- **Job Category:** a group or class of certified school personnel positions with closely related functions.
- **Kentucky Framework for Personnel Evaluation:** the statewide framework a school district uses to develop a local certified school personnel evaluation system.
- **Late Hire:** Any employee hired after the first 60 consecutive work days.
- **Leave of Absence:** Any employee not reporting to work for 60 or more consecutive days.
- **Mini Observation:** An observation or site visit conducted by a certified observer for 20 – 30 minutes in length.
- **Multiple Measures of Student Learning:** Assessments and data used to demonstrate student learning.
- **Non-Traditional Instruction (NTI):** Instructional days in which teachers, other professionals, administrators, and students are participating in virtual learning.
- **Observation/Work Site Visit:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
- **Observer Initial Evaluation Training and Testing:** A required KDE approved training for new evaluators to ensure 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.
- **Other Building-Level Administrator:** Certified Administrators in roles that could include Associate Principals, Assistant Principals, Administrative Deans, Academy Coaches, Professional Growth and Effectiveness Coaches- Admin.
- **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
- **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Measure:** one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- **Performance Rating:** the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing and ineffective.
- **Personnel Evaluation System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

- ***Post-Conference:*** a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other evidence to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. To be held within FIVE working days.
- ***Pre-Conference:*** a meeting between the evaluator and the certified personnel to discuss and plan the formative (mini) and full observation(s). This meeting can be done face to face or electronically and is not limited to this format.
- ***Principal:*** a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
- ***Professional Standards for Educational Leaders (PSEL):*** The standards by which administrators will be evaluated.
- ***Self-Reflection:*** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
- ***Sources of Evidence:*** district approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
- ***Summative Evaluation:*** is defined by KRS 156.557 (1) (d).
- ***Summative Rating:*** the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
- ***Teacher:*** 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 pursuant to Title 16 KAR
- ***Working Days:*** A day in the established employee work calendar. Students may or may not be present.