FAYETTE COUNTY PUBLIC SCHOOLS

Executive Summary
Fayette County Public Schools Board Meeting
Agenda Item

MEETING: Planning **DATE:** 5/30/2023

TOPIC: Certified Evaluation Plan

PREPARED BY: Jennifer Dyar

Recommended Action on: 5/30/2023
Action Item for Vote (REGULAR MEETING)

Superintendent Prior Approval: Yes

Recommendation/Motion: A motion is in order to approve the Certified Evaluation Plan for the 2023-2024 school year.

Background/Rationale: The Certified Evaluation Plan (CEP) has been reviewed by the Certified Evaluation 50/50 Committee in compliance with KDE's Personnel Evaluation System. Revisions included are format changes only. There are no proposed changes to the content of the CEP.

Strategic Priority:
☐ Student Achievement ☐ Diversity, Equity, Inclusion & Belonging
☒ Highly Effective & Culturally Responsive Workforce
☐ Stakeholder Engagement & Outreach ☐ Organizational Health & Efficiency

Data Considerations: N/A

Policy: 03.18 Evaluation – Personnel, Certified

Fiscal Impact: N/A

Attachments(s): Certified Evaluation Plan; Assurances Signature Page

Fayette County Public Schools Certified Evaluation Plan

2023-24

FAYETTE COUNTY PUBLIC SCHOOLS

Table of Contents

Fayette County Public Schools
Certified Evaluation Committee Members

Name	School/Location	Representative
Leon Buford-Kelly	Leestown Middle	Administrator
Lizette Rogers	Arlington Elementary	Administrator
Carl Hayden	John D. Price Administration Building	Administrator
Carlos Pena	Henry Clay High	Administrator
Lisa Smith	John D. Price Administration Building	Administrator
Marty Mills	Tates Creek High	Administrator
Kevin Payne	Southern Middle	Administrator
Rosa Cubero-Hurley	Maxwell Elementary	Teacher
Sammy Hall	EJ Hayes Middle	Teacher
Jessica Hiler	FCEA	Teacher
Amanda Hurley	Henry Clay High	Teacher
Erica Lewis	Coventry Oak Elementary	Teacher
Leonel Ocasio Diaz	John D. Price Administration Building	Teacher
Lisa Owens	William Wells Brown Elementary	Teacher

For additional information about the Fayette County Public Certified Personnel Evaluation Plan, please contact:

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Teacher and Leader Effectiveness
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Lexington, KY 40511
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ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Fayette County Public 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).

Name:	**Title**:	**Name**:	**Title**:
Leon Buford-Kelly	Administrator	Rosa Cubero-Hurley	Teacher
Lizette Rogers	Administrator	Sammy Hall	Teacher
Carl Hayden	Administrator	Jessica Hiler	Teacher
Carlos Pena	Administrator	Amanda Hurley	Teacher
Lisa Smith	Administrator	Erica Lewis	Teacher
Marty Mills	Administrator	Leonel Ocasio Diaz	Teacher
Kevin Payne	Administrator	Lisa Owens	Teacher

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 8, 2023. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Chairperson, Board of Education Date

GLOSSARY
OF
ROLES AND DEFINITIONS

Roles and Definitions

1. **Calendar Days:** All days of the calendar, including weekends, holidays, etc...
2. **Certified Administrator:** Certified school personnel who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
4. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
5. **Corrective Action Plan:** A plan for improvement up to twelve months in duration for:
   a. Teachers and other professionals who are rated ineffective as their summative rating.
   b. Principals, Other Building-Level and District-Level Administrators who are rated ineffective as their summative rating.
6. **District-Level Administrator:** Certified Administrators in roles at the district level that could include School Chiefs or district-level Directors.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evidence:** Sources of information gathered and documented.
10. **Face-to-Face**: In person or virtual meetings.
11. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
12. **Full Observation:** An observation conducted by a certified observer for the length of a full class period or full lesson.
13. **Instructional Days:** School days when students are present in person or in a virtual learning setting.
14. **Job Category:** A group or class of certified school personnel positions with closely related functions.
15. **Late Hire:** Any employee hired after the first 60 consecutive work days**.**
16. **Leave of Absence:** Any employee not reporting to work for 60 or more consecutive days.
17. **Mini Observation:** An observation or site visit conducted by a certified observer for 20 – 30 minutes in length.
18. **Multiple Measures of Student Learning:** Assessments and data used to demonstrate student learning.
19. **Non-Traditional Instruction (NTI):** Instructional days in which teachers, other professionals, administrators, and students are participating in virtual learning.
20. **Observation/Work Site Visit:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and artifacts examination made during one or more classroom or worksite visits of any duration.
21. **Observer Calibration Training**: A process of ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
22. **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.
23. **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.

24. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
25. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
26. **Performance Measure:** one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
27. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, other building-level or district-level administrator 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. 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
28. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
29. **Professional Growth Plan:** An individualized plan for certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
30. **Professional Standards for Educational Leaders (PSEL):** The standards by which administrators will be evaluated.
31. **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.
32. **Student Surveys:** Surveys that provide data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
33. **Summative Evaluation:** Is defined by KRS 156.557(1)(b).
34. **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.
35. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
36. **Virtual Learning:** A learning experience that is enhanced through utilizing computers and/or the internet both outside and inside of the school building. It most commonly takes place in an online environment.
37. **Working Days:** A day in the established employee work calendar. Students may or may not be present.

TEACHERS' AND OTHER PROFESSIONALS' EVALUATION PROCESS

Includes, but not limited to:
Classroom Instructors, Special Education Instructors, Interventionists, Child Guidance Specialists, Guidance Counselors, Instructional Specialists/Coaches, Library Media Specialists, Social Workers, Speech Therapists, Certified Mental Health Specialists, and Non-Administrative District Personnel

Evaluation Plan Vision:
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:

Performance Measures: Framework for Teaching/Specialist Frameworks for Other Professionals

Planning
Environment
Instruction
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.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Evaluators must use the following categories of evidence in determining overall ratings:

REQUIRED Sources of Evidence

- Self-Reflection/Professional Growth Plan
- Observation(s)/worksite visit(s)
- Multiple Measures of Student Learning

OPTIONAL Sources of Evidence

- ➔ Products of Practice
- ➔ Other Sources, which should yield information related to the evaluatee's practice within the Performance Measures, and may be provided by evaluators and evaluatees, include but are not limited to:
    - o team-developed curriculum units
    - o lesson plans
    - o communication logs
    - o timely, targeted feedback from mini or informal observations
    - o student surveys
    - o student work

- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- minutes from other committee meetings
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- other: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

Note: Other sources of evidence may be required by evaluators.

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 on-going 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.

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.

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, ACCESS, Impact Kentucky Survey, and other school-based measures of student learning.

Certified Evaluation Implementation Timeline for Teachers and Other Professionals

Timeline	Action
First 30 calendar days of reporting for employment	**Evaluation Criteria and process shall be explained by the Evaluators.**
First 60 instructional days	**Evaluatee reflects on his/her current growth needs and collaborates with the Evaluator to complete the initial self-reflection and to develop the PGP. Evaluator must approve these within the first 60 instructional days.**
Fall Semester	**Evaluator will do observations with pre/post conferences.**
Mid-Year Review *(recommended)* (November-January)	**Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.**
Spring Semester	**Evaluatee continues growth plan implementation and ongoing self-reflection. Evaluator completes observations with pre/post conferences.**
By April 15 (non-tenured) /May 15 (tenured)/June 15 (Counselors)	**Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.**

Observer Initial Evaluation Training and Testing/Observer Calibration Training

All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA-approved training for evaluation purposes. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

- Only evaluators who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
    - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
    - Additional trainings will be provided by district personnel as needed.
    - Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Observation/Worksite Visit Model

Tenured Certified Staff			
Formative - Year 1			
Observation Type	**Frequency**	**Observer**	**Timeline * ** **
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30th
Formative - Year 2			
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30th
Summative - Year 3 All observations must be completed by April 30th			
Full Observation (class period or lesson)	Minimum of 1 time in the Summative year	Administrator	After the evaluation training and prior to April 30th

Non-Tenured Certified Staff (2 observations minimum EACH year) All observations must be completed by March 31st.			
Observation Type	**Frequency**	**Observer**	**Timeline * ** **
Full Observation (class period or lesson)	Minimum of 2 per year	Administrator	One must be conducted after the evaluation training and prior to winter break. The second one must be conducted between the first day of the second semester and March 31st.

*Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days):

- Teachers and Other Professionals in their summative evaluation year must have a minimum of one full observation by March 31st (non-tenured) or April 30th (tenured).
- Tenured Teachers and Other Professionals in one of their formative evaluation years must have a minimum of one mini observation by April 30th.
- All other requirements remain the same.
- Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator. (Documentation Sheet for Adjusted Evaluation Timelines)

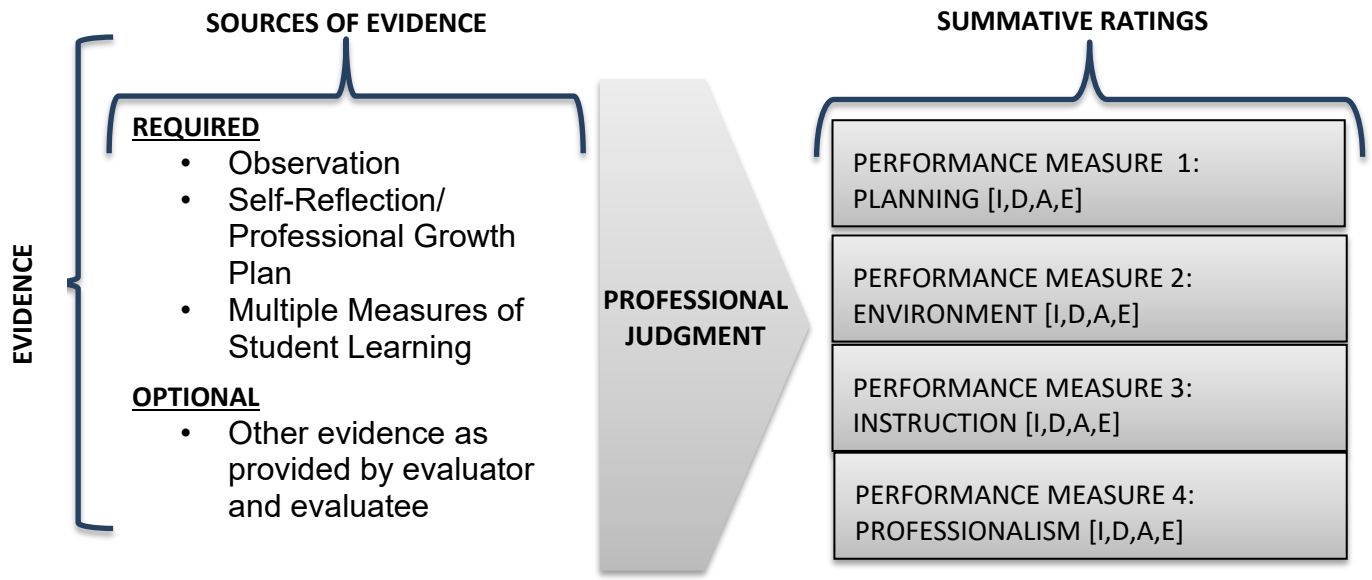
Instructional Calendar Changes (i.e. snow day) - Timelines may need to be adjusted if the instructional calendar is changed.

Observation Conferencing Protocols (Tenured and Non-Tenured Certified Staff)

Pre-Conference	Post-Conference
• Pre-Conference required for each observation within 1-5 instructional days before observation. - Conference is face-to face OR electronic. - Evaluatee submits lesson plans and/or pre-observation form.	• Post-Conference required within 5 working days after observation. - Conference must be face-to-face. - Conference must be documented in writing and signed physically or virtually by Evaluatee and Evaluator.

Rating the Performance Measures

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific Performance Measures. 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. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Performance Measure at the culmination of an educator's cycle. Supervisors will provide a summative rating for each Performance Measure based on evidence.



Determining the Summative Rating

Supervisors are responsible for determining the Summative Rating for each school level certified staff at the conclusion of the summative evaluation year. The Summative Rating is determined by the 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.

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, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held. 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 TEACHER'S/OTHER PROFESSIONAL'S SUMMATIVE RATING

IF…	THEN…
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 (see page 21)

PRINCIPALS', OTHER BUILDING-LEVEL ADMINISTRATORS', AND DISTRICT-LEVEL ADMINISTRATORS' EVALUATION PROCESS

Evaluation Plan Vision – Principals, Other Building-Level Administrators, and District-Level Administrators

The vision for the Certified Evaluation Plan for Principals, Other Building-Level Administrators, and District-Level Administrators is to have every school and our district 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.

Required and Optional Evidence for Principals, Other Building-Level and District-Level Administrators

REQUIRED Sources of evidence evaluators must use in determining summative ratings:

- Self-Reflection/Professional Growth Plan
- Site-Visits and/or Conferences
- Multiple Measures of Student Learning

Other possible sources

Other Sources, which should yield information related to the evaluatee's practice within the Performance Measures, and may be provided by evaluators and evaluatees, include but are not limited to:

- ➔ Products of Practice
- ➔ Surveys
- ➔ School Score Card
- ➔ Other Sources may include:
  - Agenda and/or Minutes from:
    - SBDM Meetings
    - Faculty Meetings
    - Department/ Grade Level Meetings
    - PLC Meetings
    - Leadership Team Meetings
  - Instructional Round/Walkthrough documentation
  - Principal Performance Timeline
  - Budgets
  - EILA/Professional Learning experience documentation
  - Stakeholder Surveys (Parent/Community, Staff, Students)
  - Professional Organization memberships
  - Parent/Community engagement events documentation
  - School Schedules
  - Other information as identified as evaluatee and/or evaluator

Performance Measures and the Professional Standards for Educational Leaders (PSEL)

Performance Measure	Professional Standards for Educational Leaders (PSEL)
Planning	Mission, Vision and Core Values; Operations and Management; School Improvement
Environment	Equity and Cultural Responsiveness; Community of Care and Support for Students; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community
Instruction	Curriculum, Instruction and Assessment; Professional Capacity of School Personnel
Professionalism	Ethics and Professional Norms

Kentucky Principal Standards: Professional Standards for Educational Leaders (PSEL)	Performance Measure: Planning	Performance Measure: Environment	Performance Measure: Instruction	Performance Measure: Professionalism
	Standard 1: Mission, Vison and Core Values **Standard 9:** Operations and Management **Standard 10:** School Improvement	**Standard 3:** Equity and Cultural Responsiveness **Standard 5:** Community of Care and Support for Students **Standard 7:** Professional Community for Teachers and Staff **Standard 8:** Meaningful Engagement of Families and Community	**Standard 4:** Curriculum, Instruction and Assessment **Standard 6:** Professional Capacity of School Personnel	**Standard 2:** Ethics and Professional Norms

Required Sources of Evidence	
	Self-Reflection and Professional Growth Plan
	Observations and/or Site Visits (conferences)
	Multiple Measures of Student Learning

Sources of Evidence Framework for Principals, Other Building-Level, and District-Level Administrators

Sources of Evidence

Self-Reflection and Professional Growth Plan

All building-level and district-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 be developed within the first 90 work days and address realistic, focused, and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need, as identified by the evaluator. 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.

Site-Visits for Principals (formal site visits are not required for Other Building-Level or District-Level Administrators)

Site visits are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During a site visit, the superintendent or designee 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. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

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, ACCESS, Impact KY Survey, and other school-based measures of student learning.

Certified Evaluation Implementation Timeline for Principals, Other Building-Level, and District-Level Administrators:

**Timeline * ** **	**Action**
First 30 calendar days of reporting for employment	**Evaluation criteria and process shall be explained by the Evaluator.**
First 90 work days	**Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan.**
Fall semester	**<u>For Principals</u>, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Principal performance standards will be reviewed.** **<u>For Other Building-Level and District-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level or District-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.**
Mid-Year Review (*recommended*) (November-January)	**Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.**
Spring Semester	**<u>For Principals</u>, the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.** **<u>For Other Building-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-**

	Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation. <u>For District-Level Administrators</u>, the Evaluator must complete a minimum of one site visit <u>EITHER</u> in the Fall <u>OR</u> Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Principal performance standards will be reviewed to monitor progress and continued implementation.
By June 15	**Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.**

***Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days):**

- Administrators must have a minimum of one site visit.
- All other requirements remain the same.
- Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator. (Documentation Sheet for Adjusted Evaluation Timelines)

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

Observer Initial Evaluation Training and Testing/Observer Calibration Training

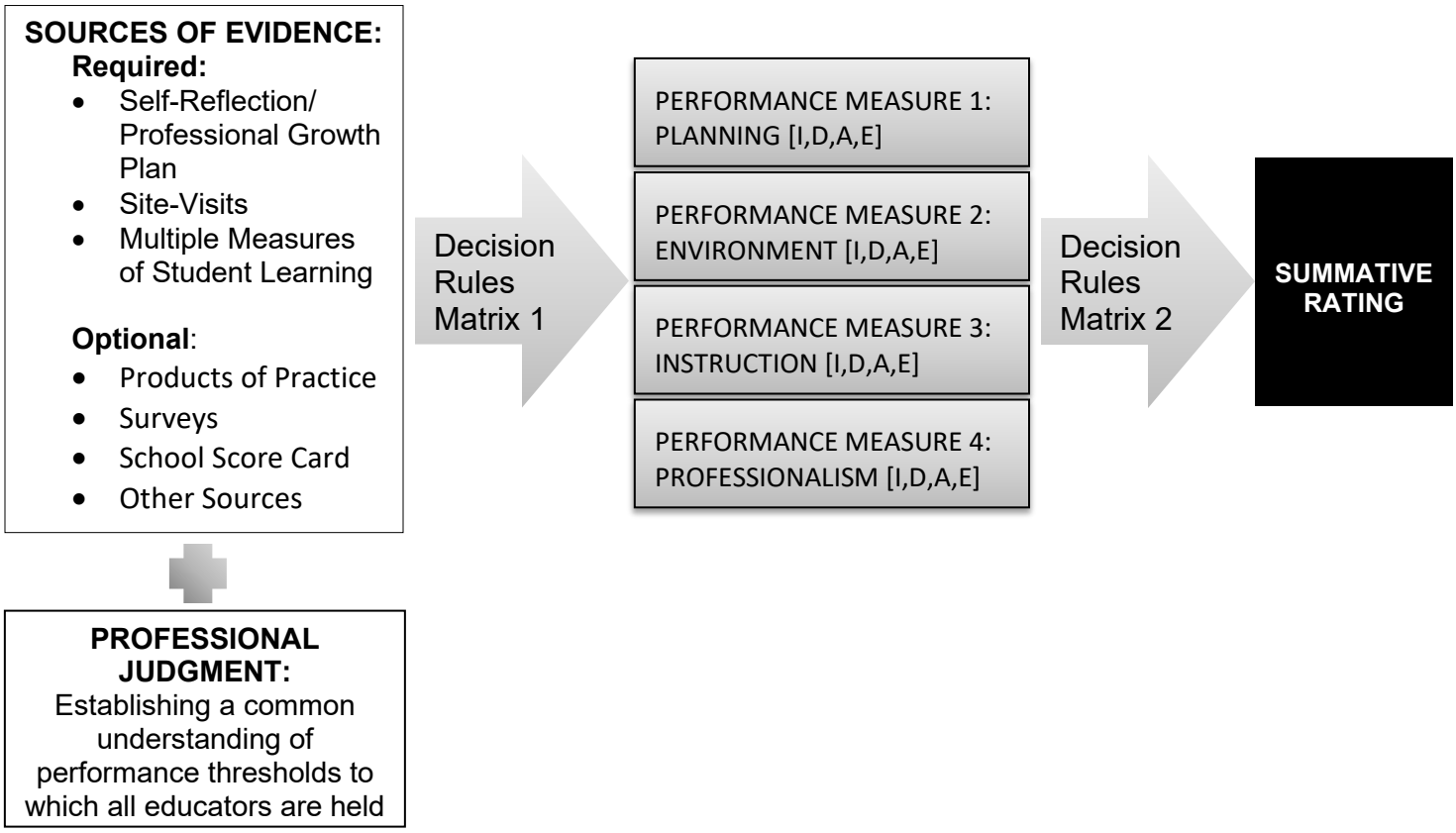
All new administrators serving as evaluators of certified personnel are required to complete the KDE-approved initial certified evaluation training before conducting formative or summative observations. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA-approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

- Only supervisors who have completed the district-determined observation training can conduct formative and summative observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:
    - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
    - Additional trainings will be provided by district personnel as needed.

Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Administrator Evaluation Plan Components – Overview and Summative Model

The following graphic outlines the summative rating model for Principals, Other Building-Level Administrators, and District-Level Administrators.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating an administrator. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Kentucky Principal Standards, which are aligned to the PSEL.

The Kentucky Principal Standards (PSEL)

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. Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and 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.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how evaluatees respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

Determining the Summative Rating

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. 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. 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. Next, the evaluator will use the following decision rules for determining the Summative Rating:

Decision Rules Matrix 1: Determining the Ratings for Each Performance Measure

IF…	THEN…
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.**

Decision Rules Matrix 2: Determining the Summative Rating using the Performance Measures Ratings

IF…	THEN…
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 (see page 21)

Corrective Action Plan (CAP)

A corrective action plan, with measurable goals that are tied to the performance measure of concern, may be written at any time during the school year, but shall be written if evaluatee receives an "Ineffective" on the Final Summative Form.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an "Ineffective" rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

1. Corrective Action Plan measurable goals and objectives
2. Procedures and activities designed to achieve Corrective Action Plan goals and objectives
3. Targeted dates for appraising the evaluatee's improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to meet the measurable goals identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by May 15th.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed after the summative conference, no more than 3 specified Performance Measures should be denoted for improvement at any given time. When the evaluatee meets specified areas, another area may be added.

NOTE: It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 5 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district's Grievance Procedure.

RESPONSIBILITIES for EVALUATION: ALL CERTIFIED PERSONNEL

RESPONSIBILITIES for EVALUATION: All certified personnel

The Fayette County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional growth and effectiveness coaches, guidance counselors, social workers, media specialists, speech therapists, school-based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31	All certified employees non-renewed for cause
April 15	All non-tenured certified staff (school and district level) (Year 1 – through Year 4)
May 15	All tenured certified staff (school and district level)
June 15	All administrative and counseling staff

EVALUATION TRAINING

All Fayette County Evaluators shall be trained, tested, and certified according to Kentucky guidelines for the evaluation of certified personnel. Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district's certified evaluation plan. Furthermore, all evaluators must meet the CEP requirements for evaluating prior to conducting a formative or summative evaluation.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six hours of evaluation training per year. This training shall be in any one, or combination, of the following skill areas:

1. Use of the local evaluation process and instrument
2. Identification of effective teaching/management practices
3. Effective observation and conferencing employee improvement plans
4. Establishing and assisting with certified employee improvement plans

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator's required hours of continued certification. The Fayette County Board of Education has designated the District Professional Learning Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan.

CERTIFIED EVALUATION APPEALS PROCESS

How to Appeal Certified Evaluations

1 Any certified employee who believes that he or she was not fairly assessed on the Final Summative Evaluation Form may appeal to the chairperson of the Certified Employee Appeals Panel within five (5) working days of the signing and dating of the summative assessment form.

2 The Appeals Procedure does not involve contractual status recommendations made to the superintendent or actions by the superintendent regarding contractual status. The jurisdiction of the panel is limited to the review of the summative evaluation, only.

3 The certified employee begins the appeal process by completing a Fayette County Public Schools Certified Employee Appeals Form, which is provided by the Office of Professional Learning. This form is to be submitted to the Office of Professional Learning within five (5) working days of the signing and dating of the Final Summative Evaluation form. Any pertinent documentation the employee wants included for the members of the Panel to review shall be submitted to this same office within five (5) working days of filing the appeal.

4 Both the evaluator and the evaluatee shall have the opportunity to review all documentation submitted as evidence to the Appeals Panel, at least five (5) days prior to the scheduled appeals hearing date.

5 The members of the Certified Employee Appeals Panel, the certified employee, and the assessor shall be notified of the time and date of the hearing by the chairperson. The hearing must take place within fifteen (15) working days from the date an appeal is filed.

6 The appeal shall be heard by panel members from the same school level as the certified employee making the appeal, along with the board appointed chairperson.

a) Appeals made by elementary school certified staff shall be heard by a panel consisting of two (2) elementary teachers who were elected to the panel, along with the board appointed chairperson.
b) Appeals made by middle school certified staff shall be heard by a panel consisting of two (2) middle school teachers who were elected to the panel, along with the board appointed chairperson
c) Appeals made by high school certified staff shall be heard by a panel consisting of two (2) high teachers who were elected to the panel, along with the board appointed chairperson
d) Appeals made by district/itinerant certified staff who work with multiple levels shall be heard by a panel consisting of two (2) certified teachers from the same or cross-section of levels who were elected to the panel, along with the board appointed chairperson.
e) Alternate panel members from the same school level as the certified employee making the appeal shall serve on the panel in the event the primary panel members are unable to serve

7 The certified employee may appeal the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.

a) Only documentation, testimony and other evidence that pre-dates the evaluator's signature on the Final Summative Evaluation shall be presented during the appeals hearing
b) Documentation, testimony and other evidence that occurred after the evaluator's signature on the Final Summative Evaluation, shall not be presented during the appeals hearing

8 The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.

9 All hearings will be confidential and will follow these written procedures and the appeals hearing agenda as determined by the Panel.

10 Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any 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. Its jurisdiction shall be limited to procedural matters already addressed by the local

appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

Procedures for Conducting a Certified Evaluation Appeals Hearing

1. The evaluatee and the evaluator shall both be present at the hearing.
2. The hearing shall be tape recorded by the chairperson of the Panel.
3. An overview of the process and the role of the Panel shall be given at the beginning of the hearing.
4. No additional written documents or exhibits are permitted to be presented at the hearing that were not submitted five working days before the hearing. (Panel members, evaluatee, and evaluator have been supplied with all written documents or exhibits to be considered five working days prior to the hearing day.)
5. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
6. A tentative agenda will be presented to each party for approval at the beginning of the hearing. Each party will be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal.
7. Panel members may ask questions during or after each presentation for clarification.
8. The certified employee and evaluator may make both opening and closing statements.
9. The certified employee and the evaluator will be dismissed in order for the Panel to deliberate.
10. Recommendations that the Panel may choose are:

A. Recommendation that the summative growth assessment should be filed as submitted.
B. Recommendation that the summative growth assessment be changed in the manner and for the substantive or procedural reasons stated by the Panel.
C. Recommendation that further investigation should be conducted by the Superintendent.

11. The Superintendent, evaluatee and the evaluator shall be notified in writing of the Panel's finding within fifteen working days after the hearing.
12. At the conclusion of the Panel's deliberations, all **written** materials reviewed during the hearing will be collected and destroyed by the chairperson. If the Panel recommends further investigation by the Superintendent, such materials will be destroyed after completion of any additional investigation. The chairperson shall destroy the tape recording one year after the date of the hearing.

Certified Evaluation Appeals Panel Election Procedures

1. The certified employees shall elect twelve (12) members to serve on the Certified Evaluation Appeals Panel; Two (2) members and two (2) alternates elected by the elementary school certified staff of the district; two (2) members and two (2) alternates elected by the middle school certified staff of the district; and two (2) members and two (2) alternates elected by the high school certified staff of the district.
2. The Appeals Panel Chair and alternate shall be appointed by the Fayette County Board of Education every two years.
3. Each school faculty shall nominate one, and only one certified employee willing to serve as a committee member.
4. Ballots listing the candidates shall be prepared and distributed electronically to all certified staff members.
5. Appeals panel voting shall be conducted online via the district's electronic voting process.
6. The Certified Evaluation Panels Chair shall total the votes and keep electronic tally sheets on file for two years.
7. Each election year, the four candidates from the elementary, middle and high school levels with the largest vote are named as members of the appeals committee.
8. The candidates receiving the first and second largest vote from each level shall be named primary panel members. The candidates receiving the third and fourth largest vote from each level shall be named as alternative panel members. Alternative panel members shall serve on the panel whenever the primary panel members are unable to participate on the panel.
9. Primary and alternate panel members will serve 2-year terms with members being elected every other year. Members may serve more than one term on the Certified Evaluation Appeals Committee.

ASSURANCES
CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Fayette County Public 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).

Name:	**Title**:	**Name**:	**Title**:
Leon Buford-Kelly	Administrator	Rosa Cubero-Hurley	Teacher
Lizette Rogers	Administrator	Sammy Hall	Teacher
Carl Hayden	Administrator	Jessica Hiler	Teacher
Carlos Pena	Administrator	Amanda Hurley	Teacher
Lisa Smith	Administrator	Erica Lewis	Teacher
Marty Mills	Administrator	Leonel Ocasio Diaz	Teacher
Kevin Payne	Administrator	Lisa Owens	Teacher

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 8, 2023. (704 KAR 3:370)

_____ _____

Signature of District Superintendent Date

_____ _____

Signature of Chairperson, Board of Education Date