An Effective Teacher in Every Classroom & Effective Leaders throughout the District

2024-2025

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An Effective Teacher in Every Classroom &
Effective Leaders throughout the District

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The overall purpose of evaluation of certified personnel is improvement of instruction, assessment and other professional responsibilities, which leads to increased student achievement.

The Certified Evaluation Plan is developed by the district 50/50 Committee, made up of equal members: teachers, other professionals, and administrators.

The plan is reviewed and approved by the local board of education and the Kentucky Department of Education, ensuring that the plan meets requirements of KRS 156.557 and 704 KAR 3:370.

Performance criteria for evaluation of certified personnel (below the level of superintendent) is based on KRS 156.557. The performance measures for each employee are: Planning & Preparation, Instruction, Environment and Professionalism) and are derived from:

- Kentucky Framework for Teaching (intern/first-year teacher, non-tenured teacher, tenured teacher, special educators)
- Kentucky Framework for Teaching : Specialist Frameworks (guidance counselor, instructional specialist/coach, library/media specialist, therapeutic specialist – SLP, OT, PT, School Psychologist)
- Professional Standards for Educational Leaders (principal, assistant principal, district administrators).

Rowan County Schools
Certified Evaluation Plan (CEP) 2024-2025
Revised July 2024

Timeline

Steps	Procedures	Completion
1	Administrators/Supervisors Observer Initial Training Administrators/Supervisors Observer Update Training	Prior to First Day of School
2a	Supervisor/Evaluator meets with certified staff (240 Day Employees) ● Annual Review of CEP ● Access to CEP and Documents ● Evidence, Procedures, Documents and Ratings ● Summative Evaluations Due	(Within 30 calendar days of the first day of work)
2b	Supervisor/Evaluator meets with certified staff (all others) ● Annual Review of CEP ● Access to CEP and Documents ● Evidence, Procedures, Documents and Ratings ● Summative Evaluations Due	(Within 30 calendar days of the first day of work)
2c	Supervisor/Evaluator meets with certified staff (mid-year hires) ● Annual Review of CEP ● Access to CEP and Documents ● Evidence, Procedures, Documents and Ratings ● Summative Evaluations Due	Within 30 calendar days of the first day of work
2d	Documentation of meetings submitted to Point of Contact	Within 45 calendar days of the first day of work (and after new hires)
3a	Self-Evaluation/Reflection	Within 45 Days Employment (work days)
3b	Professional Growth Plans submitted to District Point of Contact	Within 45 Days of Employment
4	Observations, Conferencing, & Monitoring	Continuous
5	Post-Observation Conference	Within 5 School Days of the Observation
6	Summative Evaluations	By April 15
7	Summative Evaluations turned into Certified Evaluation Coordinator	By April 30

Kentucky Framework for Personnel Evaluation Role Group
Performance Criteria

Measures	Teacher	Other Professional	Principal & Assistant Principal	District Administrator
	KY Framework for Teaching	**KY Framework for Teaching – Specialist Frameworks**	**Professional Standards for Educational Leaders (PSEL)**	**Professional Standards for Educational Leaders (PSEL)**
Planning	Domain 1 Planning & Preparation	Domain 1 Planning & Preparation	Standard 1 Vision, Mission & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 1 Vision, Mission & Core Values Standard 9 Operations & Management Standard 10 School Improvement
Environment	Domain 2 Learning Environments	Domain 2 The Environment	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff
Instruction	Domain 3 Learning Experiences	Doman 3 Delivery of Service	Standard 4 Curriculum, Instruction & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 4 Curriculum, Instruction & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel
Professionalism	Domain 4 Principled Teaching	Domain 4 Professional Responsibilities	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community

Performance Ratings

Performance Rating means the rating (Exemplary, Accomplished, Developing or Ineffective) for each performance measure aligned to the Kentucky Framework for Personnel Evaluation for certified personnel below the level of superintendent. The following Performance Rating Information Addresses **ALL** Role Groups**:**

- A performance rating will be provided for each performance measure: Planning, Environment, Instruction, Professionalism
- Evaluators use evidences in combination with professional judgment to inform the employee's rating for each performance measure 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

Summative Evaluation

Summative Rating means 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.

- Summative evaluations will be documented in writing on the district-approved form and be included in the official personnel file located at the central office
- Employees will be provided a copy of their summative evaluation
- Both employee and evaluator will sign the summative evaluation as verification that the summative evaluation has been shared with the employee. Employee signature does not denote agreement with the evaluation.
- All evidences used to determine an overall performance (summative) rating will be included in the documentation of the summative evaluation
- Employees will be provided an opportunity to make a written statement in response to the summative evaluation. This is not an appeal. (Space provided on RCS summative evaluation forms)

Decision Rules

Criteria For Determining Summative Ratings – ALL ROLES	
IF…	**THEN…**
Environment Measure **AND** Instruction Measure are rated INEFFECTIVE	Summative Rating will be INEFFECTIVE
Environment Measure **OR** Instruction Measure is rated INEFFECTIVE	Summative Rating will be either DEVELOPING or INEFFECTIVE
Planning Measure **OR** Professionalism Measure is rated INEFFECTIVE	Summative Rating CANNOT be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	Summative Rating will be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated EXEMPLARY	Summative Rating will be ACCOMPLISHED
Three measures are rated ACCOMPLISHED and one measure is rated EXEMPLARY	Summative Rating will be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Summative Rating will be EXEMPLARY

Evaluation Cycle

The RCS Personnel Evaluation System requires annual summative evaluations for each certified employee who has **NOT** attained continuing service status (non-tenured). Additionally, the evaluation system requires summative evaluation at least once every three (3) years for a certified employee who has attained continuing service status (tenured). Annual evaluations will be completed for principals, assistant principals and district administrators.

- Tenured employees may be assigned to a ONE (1) year summative cycle as a condition of a corrective action plan or as a result of ineffective ratings.
- A summative evaluation will be provided at the end of each summative cycle
- The employee will be provided an opportunity to submit a written statement in response to the summative rating (within FIVE school days) and be included in the official personnel file at central office

Self-Reflection & Professional Growth Planning

- All certified employees will engage in self-reflection and professional growth planning annually and will be documented using district-approved forms
- The Self-Reflection and Professional Growth Plan, upon approval and signed by the evaluator, will be maintained by the assigned evaluator for on-going review and revision as needed.
- It is recommended that employees returning for the next year complete the reflection at the end of the school year to begin the self-reflection and Professional Growth Planning Process.
- In addition to the self-reflection document, the Professional Growth Plan includes the following reflection questions that certified employees complete prior to developing the action plan for professional growth. Responses to these questions should be related to professional practice.
  1. What are your recent successes?
  2. What are you most proud of?
  3. What rewards and recognition matter most to you?
  4. How does your role make a difference?
  5. How would you like to make a bigger difference?
  6. How are you using your strengths in your current role?
  7. How would you like to use your strengths in the future?
  8. What knowledge and skills do you need to get to the next stage of your career?

Documentation

- The Personnel Evaluation System (PES) Point of Contact will maintain a list of all summative evaluations for each district evaluator, updated annually.
- Observations, evaluations and documentation of evidence will be stored on district-approved data collection forms, in the employee personnel folder at central office. All evaluation evidence is due to the PES Point of Contact upon completion of the final summative evaluation process; **final summative evaluations required to be completed by April 15th.**
- All documents and forms related to the RCS Certified Evaluation Plan (CEP) are located on the district website.

Evaluator Training

- Evaluators must meet all CEP requirements **PRIOR** to conducting observations or summative evaluations
- Initial certified evaluation training and testing provided by KDE or approved provider is required for new evaluators
- All administrators serving as observer or evaluator will engage annually in a minimum of SIX (6) hours of EILA-approved personnel evaluation system training (district-provided):
    - Effective observation and conferencing techniques when using observation to evaluate personnel (Performance Criteria & Sources of Evidence)
    - Providing clear and timely feedback
    - Establishing and assisting with a professional growth plan
    - Summative decision techniques
    - Ensuring consistent and reliable ratings
- Evaluators will engage in on-going review of topics listed above and calibration activities to ensure consistent and reliable ratings (EILA-approved) through the district's principals' meeting structure

Observations

Teachers	- The primary supervisor/observer is the school principal - Other certified evaluators (assistant principal, instructional supervisor) may be designated to conduct observations and summative evaluations - A minimum of 1 full classroom observation will be conducted in each summative cycle (1 or 3 years) - All monitoring and observation of performance is conducted openly and with full knowledge of the teacher - Pre-observation conferences are optional (supervisor discretion) - Supervisors may conduct additional observations (of any length) at their discretion - Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting - Observation evidence and findings/ratings will be shared with the teacher - Observation evidence will be filed in the employee's certified evaluation folder - Post-observation conferences will take place within FIVE (5) work days following each observation (face-to-face or electronic) - Post-observation form is located in the Appendix and on the district webpage
Other Professionals	- The primary supervisor/observer is the school principal - Other certified evaluators (assistant principal, instructional supervisor) may be designated to conduct observations and summative evaluations - A minimum of 1 full observation/site-visit will be conducted in each summative cycle (1 or 3 years) - All monitoring and observation of performance is conducted openly and with full knowledge of the other professional - Supervisors may conduct additional observations (of any length) at their discretion - Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting - Observation evidence and findings/ratings will be shared with the other professional - Observation evidence will be filed in the employee's personnel folder. - Post-observation conferences will take place within FIVE (5) work days following each observation (face-to-face or electronic) - Post-observation form is located in the Appendix and on the district webpage

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Principals/Assistant Principals	• The primary supervisor/observer of the principal is the superintendent (or designee) and the primary supervisor/observer of the assistant principal is the principal • A minimum of 2 school site-visit will be conducted in each year of the summative cycle (1 or 3 years) • All monitoring and observation of performance is conducted openly and with full knowledge of evaluatee • Pre-observation conferences are optional (supervisor discretion) • Supervisors may conduct additional observations at their discretion • Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting • Observation evidence and findings/ratings will be shared with the evaluatee • Observation evidence will be filed in the employee's personnel folder. • Post-observation conferences will take place within FIVE (5) work days following each observation (face-to-face or electronic) • Post-observation form is located in the Appendix and on the district webpage
District Administrator (Certified)	• The primary supervisor/observer of the district administrator is the superintendent (or designee) • A minimum of 2 site-visit/conference will be conducted during the summative cycle (1 or 3 years) • All monitoring and observation of performance is conducted openly and with full knowledge of evaluatee • Pre-observation conferences are optional (supervisor discretion) • Supervisors may conduct additional site-visits at their discretion • Observation evidence may be collected on electronic forms provided by the district or through paper/pencil note-taking/scripting • Observation evidence and findings/ratings will be shared with the evaluatee • Observation evidence will be maintained in the employee's personnel folder. • Post-observation conferences will take place within FIVE (5) work days following each observation (face-to-face or electronic) • Post-observation form is located in the Appendix and on the district webpage

Peer Observation

- Teachers may engage in peer-to-peer observation to promote professional growth, at the discretion of the building principal and is not a district requirement as part of the summative evaluation process. The rationale for supervisor and/or peer observation is to encourage continued professional learning in teaching through critical reflection.
- A peer observer is trained, certified school personnel. Training for peer observers will be provided by district staff through utilizing an online professional learning module; this will ensure consistent and effective use of peer observations.

- Peer observation MAY be used in the certified evaluation process as a source of evidence **ONLY IF**:
    (1) the peer observer completes district-approved training in peer observation techniques prior to conducting the observation
    (2) peer observation is requested by the teacher being evaluated

Corrective Action

An Individual Corrective Action Plan (ICAP) will be developed by the supervisor for any certified personnel whose observation or summative evaluation results are unsatisfactory. The supervisor may involve other support personnel, as appropriate, in the development and monitoring of the ICAP (e.g., instructional supervisor, director of special education, etc.).

Conditions requiring an Individual Corrective Action Plan (ICAP):
- Significant lack of proficiency and/or unsuccessful completion of Certified Assistive Growth Plan developed to address targeted area(s) of concern
- Staff failure to comply with identified interventions/supports
- Supervisor-identified need for immediate action

The Individual Corrective Action Plan (ICAP) will be implemented immediately and monitored until the annual review date to determine if the plan was achieved, will be continued, or warrants revision.

While identified needs may encompass multiple measures, indicators, or standards, the ICAP will prioritize needs to provide professional support (e.g., mentoring, coaching, opportunities to observe accomplished/exemplary practice, and other intensive professional growth opportunities), and allow adequate time for the employee to implement the desired change.

The ICAP and related documentation become part of the administrative file maintained at the building level; if disciplinary action (written reprimand, etc.) is warranted, all documentation will become part of the employee personnel file at the central office.

District Appeals
RCSD Appeals Process and Procedures

Rowan County: The Appeals Process
Purpose

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have   been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.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.

Appeals Panel
1. All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process (intern teachers are not fully certified until the end of the internship). One (1) member of the panel is appointed by the board. The panel shall elect a chairperson for each appeal. (Reference: KRS 156.101 and 704 KAR 3:345)
2. In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The superintendent shall appoint an alternate for the "appointed" panel member. Release time shall be provided for panel members at the discretion of the superintendent.
3. The length of term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September. Panel members may seek training through the Evaluation Coordinator.
4. The Evaluation Coordinator using the following criteria shall conduct the election:
   a. Open Nomination
   b. Secret Ballot
   c. Person/one vote

d. All certified employees given the opportunity to vote
5. No panel member shall serve on any appeals panel on which he/she was the evaluator. Whenever a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Panel members who are also members of the immediate family of the evaluator whose decision is being appealed to the panel shall not serve for the appeal. Immediate family shall include parents, siblings, spouse, children, uncle, aunt, nephew, niece, grandparents, and corresponding in-laws.
6. Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipts of the summative evaluation.
7. The appeal shall be signed and in writing on a form prescribed by the superintendent. The form shall state the evaluation records may be presented and reviewed by the panel.
8. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records that support the summative evaluation.

Appeals Panel Hearing Procedures

1. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.
2. A preliminary hearing will be held to provide documentation to all parties and the panel. Four (4) copies of all documentation to be considered in the appeal shall be available to the panel at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluate, evaluator, and their chosen representatives. Witnesses may be called by either party but will not be allowed to observe the hearing process other than during their testimony. After the evaluator and the evaluatee leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. The chairperson of the panel will arrange for an official record to be made of all hearing procedures.
3. Within five (5) working days, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her documentation including witnesses pertinent to the summative evaluation. Questions both of substance and procedure will be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be asked to leave, and the panel will consider all information that has been provided. A decision regarding their findings shall be presented to the superintendent within fifteen (15) working days of filing the appeal. In case of appeals of evaluations conducted by the superintendent, the panel shall report to the Board of Education.
4. The panel's recommendation must include one of the following:

i.   A new evaluation by another evaluator
ii. Uphold the original evaluation
iii. Remove the summative or any part of the summative form from the personnel file.

5. The chairperson of the panel shall present the decision to the superintendent (or to the Board of Education, when applicable) for action within three (3) days of the panel's decision.
6. Any evaluatee who feels that evaluation procedures have been violated may appeal the decision to the Kentucky Board of Education.

Annual Review of the Evaluation Plan
1. The evaluation plan will be reviewed annually to ensure that the evaluation system is serving the purpose for which it was established. The 50/50 Committee under the direction of the evaluation coordinator will review the evaluation plan.
2. The evaluation committee shall be composed of equal numbers of teachers and administrators. The administrative members shall be the superintendent (or his/her designee) and the principals. The teacher members shall include one representative from the faculty of each of the schools in the district plus a representative from one of the alternative schools. The teachers assigned to each school will choose teacher representatives.
3. The Rowan County Board of Education and the State Board must approve all revisions/and additions pertaining to the evaluation procedures and/or instruments for Elementary and Secondary Education.

Summative Evaluation Conclusion
Each evaluatee's summative evaluation form shall contain a concluding statement noting whether he/she meets district performance standards. Explanations for all ratings may be found in the section of definitions.

Due Process
1. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment each school year.
2. All parties have had representation in the design, development and review of the evaluation procedures and instruments. Knowledge and understanding of performance expectations is provided for staff through distribution of this handbook.
3. Every teacher/administrator is provided an opportunity for familiarization with the system, its procedures, and its use.
4. If the teacher/administrator feels that an information leading to or included in the summative evaluation is incomplete, inaccurate, or unjust, he/she may submit his/her objections in writing to be attached to the evaluation report to be placed in his/her personnel file. The file copy of such objection shall be signed by both teacher/administrator to indicate awareness of the content.
5. All reports of unsatisfactory performance must be in writing and must enumerate shortcomings in a specific manner.
6. Each teacher/administrator may have access to his/her file upon request. The request will be honored within one working day.

Performance Measures - Sources of Evidence for Teachers

Cognia Performance Standards (Connection to CSIP/CDIP)	Kentucky Framework for Teaching (Level 1-4) The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teachers move along a competency continuum from Level 1-4	Evidence for Teacher Performance Measures May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. Bold - required evidence.
• Leadership for Learning (Collective Efficacy)	**Domain 1: Planning and Preparation** Applying knowledge of content and pedagogy, knowing and valuing students, setting instructional outcomes, using resources effectively, planning coherent instruction and designing and analyzing assessments	• Data Analysis/Use in Decision-Making • Lesson/Unit Plans • PLC Meetings • RTI • Personalized Learning Plans
• Culture of Learning (Underlying Core Value)	**Domain 2: Learning Environments** Cultivating respectful and affirming environments, fostering a culture of learning, maintaining purposeful environments, supporting positive behavior and organizing spaces for learning	• Classroom Observation • Peer Observation • Walkthrough Data (NOT eleot) • Learning Targets • Student Voice Feedback • Positive behavior systems
• Engagement of Learning (Viking Graduate Profile)	**Domain 3: Learning Experiences** Communicating about purpose and content, using questioning and discussion techniques, engaging students in learning, using assessment for learning, and responding flexibility to student needs	• Classroom Observation • Peer Observation • Walkthrough Data (NOT eleot) • Student Work/Products • Personalized learning • Formative/Summative Assessments • Student Growth - Goals/Documentation
• Growth in Learning (Personalized Learning)	**Domain 4: Principled Teaching** Engaging in reflective practice, documenting student progress, engaging families and communities, contributing to school community and culture, growing and developing professionally, and acting the service of students	• Professional Growth Plan • Professional Learning Documentation • Self-Reflection • Parent/Family Engagement • Collaboration • Leadership Activities • Engagement in Professional Organizations • PLC Participation • Attendance

Performance Measures - Sources of Evidence for Other Professionals

<u>Cognia Performance Standards</u> (Conenction to CSIP/CDIP)	<u>Kentucky Framework for Teaching (Level 1-4)</u> The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Other Professionals move along a competency continuum from Level 1-4	**Evidence for Teacher Performance Measures** May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. Bold: required evidence.				
		Guidance Counselors	**Library/Media Specialists**	**Therapeutic Specialists**		**Instructional Coach**
• **Leadership for Learning** (Collective Efficacy)	**Planning & Preparation**	• **School guidance plan** • Pre-observation conference • Plans for large/small group guidance • Plans for programming • Resources • Collaborative Planning • Data sources/	• **Library/media center plan/goals** • Pre-observation conference • Lesson plans • Budget planning • Plans for programming • Resources • Collaborative planning • Data sources/ analysis	• **Support system plans** • Pre-observation conference • Screening • Eligibility forms • Individualized Education Plan goal development • Therapy Resources • Data sources/ analysis		• **Support system plans** • Pre-observation conference • Coaching plans • PLC protocol/plans • School professional learning plan • Curriculum planning • Data sources/ analysis

		analysis				
● **Culture of Learning** (Underlying Core Value)	**Environment**	● **Site Observation** ● Therapy/counseling space ● Social/Emotional learning support ● Interventions ● Needs assessments ● Surveys and forms	● **Site Observation** ● Social media ● Media center displays ● Student work displays ● Student work space ● Programming	● **Site Observation** ● Therapy schedule ● Therapy space ● Therapy and evaluation materials ● Collaboration ● Peer Observation		● **Site Observation** ● Trainings provided ● Collaboration ● Personalized teacher capacity-building ● Workspace/PLC space

		• Collaboration with school personnel • Peer Observation • Student Voice Feedback	• Advisory council • Collaboration • Peer Observation • Student Voice Feedback	• Student Voice Feedback	• Surveys • Needs assessment • Peer Observation
• **Engagement of Learning** (Viking Graduate Profile)	**Delivery of Services**	• **Site Observation/ Post Observation Conference** • Needs assessment • Academic/career/ personal goal setting • Counseling services • ILP • Testing services • Peer Observation	• **Site Observation/ Post Observation Conference** • Programming • Student work • Technology integration • Collaboration • Center usage data • Peer Observation	• **Site Observation/ Post Observation Conference** • Referral and evaluation data • Implementation of strategies • Progress monitoring • Parent contacts • Peer Observation	• **Site Observation/ Post Observation Conference** • Co-teaching or modeling sessions • Coaching sessions • PLC • Work with BPIs • Collaboration • Student Growth • Peer Observation
• **Growth in Learning** (Personalized Learning)	**Professional Responsibility**	• **Professional Growth Plan** • **Professional Learning Documentation** • Self-Reflection • Parent/family engagement • Documentation of counseling program • Documentation of counselor time • Professional organizations • Attendance	• **Professional Growth Plan** • **Professional Learning Documentation** • Self-Reflection • Parent/family/ community engagement • Professional Organizations • Documentation of library/media program • Calendar of events • Attendance	• **Professional Growth Plan** • **Professional Learning Documentation** • Self-Reflection • Parent/Family engagement • Professional organizations • Medicaid documentation • PLC participation • Attendance	• **Professional Growth Plan** • **Professional Learning Documentation** • Parent/family/ community engagement • Professional organizations • Calendar of meeting/ collaboration • Leadership activities • Attendance

Performance Measures - Sources of Evidence for Principals & Assistant Principals

Cognia Performance Standards (Connection to CSIP/CDIP)	Performance Standards for Educational Leaders (PSEL) (Level 1-4) PSEL provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Principals/Assistant Principals move along a competency continuum from Level 1-4	Evidence for Principal/Assistant Principal Performance Measures May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. **Bold** - required evidence.
● **Leadership for Learning** (Collective Efficacy)	**Standard 1: Vision, Mission & Core Values** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. **Standard 9: Operations & Management** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. **Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	● **Site Observation** ● **30-60-90 Day Plan** ● Staffing Plan ● Facility Plan ● School Safety Plan ● School Budgets ● SBDM Policies, Agendas, Minutes ● Leadership Team Agendas, Minutes ● CSIP
● **Culture of Learning** (Underlying Core Value)	**Standard 3: Equity & Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. **Standard 7: Professional Community for Teachers & Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	● **Site Observation** ● Positive Behavior Plan ● Advocacy Plan ● Behavior & Attendance Data ● Cultural Competency/Responsiveness Documentation ● Staff supervision/Documentation ● Survey Data
● **Engagement of Learning** (Viking Graduate Profile)	**Standard 4: Curriculum, Instruction & Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. **Standard 5: Community of Care & Support for Students**	● **Site Observation** ● RTI Plan ● Professional Learning Plan ● Grade/Department PLC Schedule, Protocol, Minutes ● School-wide PLC Schedule, Agendas, Minutes ● Innovative Learning Structures for Personalized Learning ● Personalized Learning Plans ● Staff Professional Growth Plans

	Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. **Standard 6: Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
• **Growth in Learning** (Personalized Learning)	**Standard 2: Ethics & Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. **Standard 8: Meaningful Engagement of Families & Community** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	• **Professional Growth Plan** • **Professional Learning Documentation (PL & EILA)** • Self-Reflection • Attendance • Leadership Activities (local, regional, state, national) • Principal Communications (Students, Parents, Teachers, Community) • Committee Membership • Published Work • Professional Presentations

Performance Measures - Sources of Evidence for District Administrator (Certified)

Cognia Performance Standards (Connection to CSIP/CDIP)	Performance Standards for Educational Leaders (PSEL) (Level 1-4) PSEL provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. District administrators (assistant superintendent, directors, and coordinators) move along a competency continuum from Level 1-4	Evidence for Principal/Assistant Principal Performance Measures May include, but not limited to, these evidences. Must include at least two pieces of evidence across multiple settings. **Bold** - required evidence.
• **Leadership for Learning** (Collective Efficacy)	**Standard 1: Vision, Mission & Core Values** Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student. **Standard 9: Operations & Management** Effective educational leaders manage school operations and resources to promote each student's academic success and well-being. **Standard 10: School Improvement** Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	• **Site Observation** • Frameworks/Protocols • Resource Allocation/Management • Budgets • Meetings/Agendas • Improvement Planning (CDIP) • 30-60-90 • Quarterly Report • Communications
• **Culture of Learning** (Underlying Core Value)	**Standard 3: Equity & Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. **Standard 7: Professional Community for Teachers & Staff** Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	• **Site Observation** • Communications • Resources • Collaboration across Departments • Collaboration with Stakeholders • Meetings/Agendas • Trainings provided • Staff supervision/documentation
• **Engagement of Learning** (Viking Graduate Profile)	**Standard 4: Curriculum, Instruction & Assessment** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. **Standard 5: Community of Care & Support for Students**	• **Site Observation** • Meetings/Agendas • Communications • Student Achievement Data • Trainings provided • State/Federal Reporting • Time In Schools Documentation

	Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student. **Standard 6: Professional Capacity of School Personnel** Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
• **Growth in Learning** (Personalized Learning)	**Standard 2: Ethics & Professional Norms** Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being. **Standard 8: Meaningful Engagement of Families & Community** Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.	• **Professional Growth Plan** • **Professional Learning Documentation (PL & EILA)** • Self-Reflection • Attendance • Leadership Activities (local, regional, state, national) • Communications (Students, Parents, Teachers, Community) • Communications with policy makers • Partnerships with local, state, and national leaders in education • Committee Membership • Published Work • Professional Presentations

APPENDIX

Evaluation Assignment Chart

Evaluator	Evaluatee
Rowan County Board of Education	Superintendent
Superintendent	Assistant Superintendent Chief Operations Officer Director of Pupil Personnel Director of Special Education District Health Coordinator District Technology Coordinator Public Relations Principal/Preschool Director Secretary to the Superintendent
Assistant Superintendent	District PD Coordinator Curriculum Specialist/Coordinator Instructional Coach District Assessment Coordinator Director of Federal Programs Gifted and Talented Coordinator Full Service Community Schools Director AWARE Grant Director
Chief Operations Officer	Human Resources Payroll Clerk Accounts Payable Finance Director Director of Transportation Facilities Director CO Receptionist/Secretary Central Office Custodians
Director of Pupil Personnel	IC Clerk Home Hospital Teacher
Director of Special Education	Special Education Facilitator

	School Psychologist District Related Service Providers (OT/PT) District Hearing Impaired Teacher District Visually Impaired Teacher District Hearing Interpreter Special Education Adm. Assistant/Medicaid Billing Specialist District Behavior/SEL Support Staff Special Education Teachers (in conjunctions with principals) Special Education Assistants (in conjunction with principals)
Director of Transportation	All Transportation Staff
Principal & Assistant Principal	Assistant Principals (by Principal) Teachers (Home School) Itinerant Teachers (Home School) School Counselors Library/Media Specialists (Home School) RTI Teachers (Home School) SLP assigned to building Instructional Assistant Cafeteria Staff Custodial Staff
District Health Coordinator	School Nurses Billing Clerks
Full Service Community Schools Director	FRYSC Directors FRYSC Assistant Community Education
AWARE Grant Director	SEL Coach
Food Service Director	Food Service Assistant Cooks (in conjunction with principals)
District Technology Coordinator	Digital Literacy Coach

	District Technicians (in conjunction with principals)
Federal Programs Director	Gifted & Talented Teacher
Facilities Director	Facilities & Maintenance Personnel

Definitions

1. **Certified Evaluation Plan** – the procedures and forms for evaluation of certified personnel below the level of superintendent, developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation

2. **Certified School Personnel** – certified employee below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board (includes certified administrators, assistant principals, principals, other professionals, and teachers)

3. **Competency Connections** - The four performance measures are connected to competencies in the BRIDGE Performance Indicators that certified personnel in all role groups, as professionals, demonstrate in their practice.

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. **Evaluatee** – the certified school personnel who is being evaluated

6. **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

7. **Evaluator** – the primary evaluator, as described in regulation; usually the principal

8. **Evaluator Certification** – successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatee demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

9. **Formative Evaluation** - continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance

10. **Job Category/Role Group** – a group or class of certified school personnel positions with closely related functions

11. **Kentucky Framework for Certified Personnel Evaluation** – the statewide framework a school district uses to develop a local certified personnel evaluation system (Currently, the Danielson Framework)

12. **Observation** – 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 artifacts made during one (1) or more classroom or worksite visits

13. **Other Professionals** – certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board

14. **Performance Criteria** – the areas, skills, or outcomes on which certified school personnel are evaluated

15. **Performance Measure** – one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation; measures include planning, environment, instruction, and professionalism

16. **Performance Rating** – the rating for each performance measure for a teacher or other professional, assistant principal, or principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation; ratings include exemplary, accomplished, developing, and ineffective

17. **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

18. **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

19. **Professional Growth Plan** – an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills and is aligned with performance standards and the specific goals and objectives of the school or district improvement plan, built using a variety of sources and types of student data that reflect student needs and strengths, evaluatee data, and school/district data, produced in consultation with the evaluator; includes goals for enrichment and development that are established by the evaluatee in consultation with the evaluator, objectives or targets aligned to the goals, an action plan for achieving the objectives or targets and a plan for monitoring progress, a method of evaluating success, and the identification, prioritization, and coordination of presently available school and district resources to accomplish the goals

20. **Self-Reflection** – the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth

21. **Sources of Evidence** – the district-approved evidences aligned to the performance measure and used by evaluators to inform performance measure ratings

22. **Summative Evaluation** - means the summary of, and conclusions from, the evaluation data, including formative evaluation data that occur at the end of an evaluation cycle and include a conference between the evaluator and the evaluated certified employee and a written evaluation report

23. **Support System Plans** – guidance document(s) used by other professionals to guide the types of services provided by Other Professionals such as therapists – could be a locally developed plan or guidance from professional organizations, formal or informal

24. **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

25. **Teacher** – a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate

Linked Forms

Self-Reflection & Professional Growth Planning

1. Self-Reflection & Professional Growth Plan
2. Other Professional Professional Growth Form
3. PSEL Reflective Practice, Student Growth and Professional Growth Planning Template

Observation/Data Collection Tools

4. Principal/Assistant Principal Site Visit Form

Conferencing Forms

5. Teacher - Pre-Observation Conference Form
6. Teacher - Post-Observation Conference Form
7. Other Professionals Pre-Observation Form
8. Other Professional Post-Observation Form

Summative Evaluation Forms

9. Teacher Summative Evaluation Form
10. Guidance Counselor Summative Evaluation Form
11. Instructional Coach Summative Evaluation Form
12. Library/Media Specialist Summative Evaluation Form
13. Therapist Summative Evaluation Form
14. Director of Student Services Summative Evaluation Form
15. Principal/Assistant Principal Summative Evaluation Form
16. District Administrator Summative Evaluation Form

Other

17. Assistive Growth Plan Template
18. Corrective Action Template
19. Evaluation Appeals Forms (Certified)

Certified Evaluation Committee

Brandy Carver	Facilitator	Rowan County Board of Education
Katy Ingles	Director	Rowan County Preschool
Abby White	Principal	McBrayer Elementary
Jessica Elliott	Principal	Tilden Hogge Elementary
Bethanie Henry	Principal	Clearfield Elementary
James Hood	Principal	Rodburn Elementary
Melissa Lewis	Principal	Rowan County Middle School
Jordan Mann	Principal	Rowan County Senior High
Kiersten Bradley	Teacher	Rowan County Middle School
Rhonda Blevins	Teacher	Rodburn Elementary
Lyndsey Lewis	Teacher	Tilden Hogge Elementary
Rebecca Hart	Teacher	Rowan County Preschool
Jami Horton	Teacher	Rowan County Senior High
Emily Stevens	Teacher	McBrayer Elementary
Courtney McVey	Teacher	Clearfield Elementary
Tonya Norris	Teacher	Morehead Youth Development Center

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Rowan County Schools *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**:
Brandy Carver	Evaluation Point of Contact
Katy Ingles	Preschool Director
Abby White	Principal
Jessica Elliott	Principal
_____	Principal
James Hood	Principal
Melissa Lewis	Principal
Jordan Mann	Principal
Kiersten Bradley	Teacher
Rhonda Blevins	Teacher
Lyndsey Lewis	Teacher
Rebecca Hart	Teacher
Jami Horton	Teacher
Emily Stevens	Teacher
Courtney McVey	Teacher
Tonya Norris	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 July 16, 2024. (704 KAR 3:370)

_____   _____

Signature of District Superintendent   Date

_____   _____

Signature of Chairperson, Board of Education   Date