



Anchorage Independent School District

Certified Evaluation Plan

May 2020

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Evaluation Committee

Andrew Terry	Principal
Kelly Haile	Assistant Principal
Melissa Kidwell	Teacher
Melissa Stuart	Teacher

Board of Education

Phillip Kash	Chair
Hannah Barnes	Vice Chair
Colleen Abate	
Wendell Harris	
Rob Watson	

Assurances

The Anchorage Independent 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)

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 employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

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

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

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

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

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

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

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

requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

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

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Code of Ethics

**CODE OF ETHICS
704 KAR 20:680**

Section 1. Certified personnel in the Commonwealth:

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
<ul style="list-style-type: none"> ❖ Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator. ❖ Shall respect the constitutional rights of all students ❖ Shall take reasonable measures to protect the health, safety, and emotional well-being of students. ❖ Shall not use professional relationships or authority with students for personal advantage ❖ Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law. ❖ Shall not knowingly make false or malicious statements about student or colleagues ❖ Shall refrain from subjecting students to embarrassment or disparagement. ❖ Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault. 	<ul style="list-style-type: none"> ❖ Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student. ❖ Shall endeavor to understand community cultures and diverse home environments of students. ❖ Shall not knowingly distort or misrepresent facts concerning educational issues. ❖ Shall distinguish between personal views and the views of the employing educational agency. ❖ Shall not interfere in the exercise of political and citizenship rights and responsibilities of others. ❖ Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities. ❖ Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage. 	<ul style="list-style-type: none"> ❖ Shall exemplify behaviors which maintain the dignity and integrity of the profession. ❖ Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities. ❖ Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law. ❖ Shall not use coercive means or give special treatment in order to influence professional decisions. ❖ Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications. ❖ Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Overview: Certified Personnel Evaluation Plan

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

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
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. **District Certified Evaluation Coordinator:** The district contact person responsible for monitoring evaluation training and implementation of the Professional Growth & Effectiveness System.
6. **District Certified Personnel:** Certified employees, below the level of superintendent, serving in district-based positions.
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. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
11. **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers, principals, and other professionals who are rated ineffective in professional practice.
12. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length. This observation may be unscheduled although the evaluator must make the teacher aware of their purpose in the classroom.
13. **Observation:** A data-collection process conducted by a certified observer, 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 of any duration.
14. **Observer Certification:** To ensure consistency of observations, evaluators must complete Proficiency Observation Training approved by the district that is also KDE and EILA approved. The primary evaluator is the immediate supervisor and all evaluators must meet CEP requirements prior to conducting a formative or summative evaluation.
15. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purpose of evaluation and providing feedback.

16. **One-Year Cycle Teacher/Other Professional:** A non-tenured teacher/other professional or a tenured teacher/other professional who has been identified for a one-year summative cycle.
17. **Other Professionals:** Certified school employees, except for teachers, administrators, assistant principals, or principals.
18. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
19. **Principal/Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of principal or assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
20. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
21. **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 as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, 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.
22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **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.
24. **Summative Rating:** The 4-measure rating of certified employees' performance as evaluated in accordance with the criteria of the domains of their respective evaluation frameworks.
25. **Three-Year Cycle Teacher/Other Professional:** A tenured teacher or other professional who has been identified for a three-year summative cycle.

The Kentucky Framework for Personnel Evaluation **Role Groups, Measures and Performance Criteria**

Role & Performance Criteria	Measures			
	Planning	Environment	Instruction	Professionalism
Teacher: <i>KY Framework for Teaching (KyFft)</i>	<u>Domain 1</u> <i>Planning & Preparation</i>	<u>Domain 2</u> <i>Classroom Environment</i>	<u>Domain 3</u> <i>Instruction</i>	<u>Domain 4</u> <i>Professional Responsibilities</i>
Other Professional: <i>KY Framework for Teaching: Specialists Frameworks</i>	<u>Domain 1</u> <i>Planning & Preparation</i>	<u>Domain 2</u> <i>The Environment</i>	<u>Domain 3</u> <i>Delivery of Service</i>	<u>Domain 4</u> <i>Professional Responsibilities</i>
Principal: <i>Professional Standards for Educational Leaders (PSEL)</i>	<u>Standard 1</u> <i>Mission, Vision & Core Values</i> <u>Standard 9</u> <i>Operations & Management</i> <u>Standard 10</u> <i>School Improvement</i>	<u>Standard 3</u> <i>Equity & Cultural Responsiveness</i> <u>Standard 7</u> <i>Professional Community for Teachers & Staff</i>	<u>Standard 4</u> <i>Curriculum, Instruction & Assessment</i> <u>Standard 5</u> <i>Community of Care & Support for Students</i> <u>Standard 6</u> <i>Professional Capacity of School Personnel</i>	<u>Standard 2</u> <i>Ethics & Professional Norms</i> <u>Standard 8</u> <i>Meaningful Engagement of Families and Community</i>
District Certified Personnel: <i>District determined performance criteria specific to evaluatee's job category</i>	KRS 156.557 Section 4 704 KAR 3:370 Sec 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Sec 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Sec 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Sec 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a 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 also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evaluator Certification Training

Successful completion of initial evaluation training is required for all new evaluating administrators prior to conducting observations for the purpose of evaluation. This will include the state-required face-to-face training in addition to district-required training. All late-hire evaluators of certified personnel will successfully complete observation certification and initial certified evaluation training within the first 45 working days of employment as an evaluating administrator. Each year thereafter, administrators must complete 6 hours of EILA-approved evaluation training annually.

School-Based Certified: Teachers and Other Professionals

The Kentucky Framework for Teaching and Specialist Frameworks for Other Professionals are utilized for the following school-based certified staff: Teachers, Library Media Specialists, Instructional Specialists, Therapeutic Specialists, and Counselors - non-evaluating administrators designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism according to performance criteria connected to the employee's role.

Measure and Performance Criteria

Role & Performance Criteria	Measures			
	Planning	Environment	Instruction	Professionalism
Teacher: <i>KY Framework for Teaching (KyFft)</i>	<i>Domain 1 Planning & Preparation</i>	<i>Domain 2 Classroom Environment</i>	<i>Domain 3 Instruction</i>	<i>Domain 4 Professional Responsibilities</i>
Other Professional: <i>KY Framework for Teaching: Specialists Frameworks</i>	<i>Domain 1 Planning & Preparation</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>	<i>Domain 4 Professional Responsibilities</i>

Overview

<u>Framework For Teaching: Domains and Sources of Evidence</u>																						
(See other professional frameworks for applicable domains and components)																						
FRAMEWORK for TEACHING (FFT)	Domain	Planning & Preparation			Classroom Environment	Instruction	Professional Responsibilities															
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b- Establish Culture of Learning	2c-Maintaining 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
SOURCES OF EVIDENCE	Supervisor Observation	Observation and Evidence																				
	Professional Growth	Professional Growth Planning and Self Reflection																				
	Self-Reflection	Professional Growth Planning and Self Reflection																				
	Peer Observation				Observation																	

Evidence to Inform Professional Practice

Self Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback and professional growth needs identified through self assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

All teachers and other professionals will complete a Self-Reflection and Professional Growth Plan (PGP) by May 30 for returning staff and within the first 30 calendar days of the school year for new hires. Both will be recorded on the district-approved technology platform.

Observation

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation provides documentation and feedback to measure the effectiveness of a teacher's professional practice. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection, and each evaluatee will receive a copy of the evaluation. The supervisor observation will be used to inform a summative rating.

Observation Model

- The Evaluation Cycle is three years for a tenure teacher and annually for a non-tenure teacher.
- An Evaluation Cycle will include at least three mini observations and one full observation conducted by the supervisor; one of the mini observations must be completed by a peer.
- For Tenured Teachers/Certified School Staff:
 - A minimum of three observations conducted by the supervisor (two mini and one full) and one observation conducted by a peer over a three-year period.
 - The final observation is conducted by the supervisor and is a full observation.
- For Non-Tenured Teachers/Certified School Staff:
 - A minimum of three observations conducted by the supervisor (two mini and one full) and one observation conducted by a peer each year.
 - The final observation is conducted by the supervisor and is a full observation.
- All observations, excluding the peer, must be documented (evidence, feedback) on the appropriate district forms.

Observation Schedule

- Written documentation of pre-observation planning is required; a conference may be requested by the evaluatee or evaluator.
- A post-observation conference must occur within 5 working days of the observation.

Tenured Teachers and Other Professionals - Three-Year Evaluation Cycle

Year 1	Mini Observation	Supervisor	by April 25
Year 2	Mini Observation	Supervisor	by April 25
Year 3 - Summative	Mini Observation Full Observation	Peer Observer Supervisor	by December 15 by April 25 (at least 15 days after peer observation)

Non-Tenured Teachers and Other Professionals - Annual Evaluation Cycle

Every Year	Mini Observation	Supervisor	by October 15
Every Year	Mini Observation	Supervisor	by December 15
Every Year	Mini Observation Full Observation	Peer Observer Supervisor	by February 15 by April 25 (at least 15 days after peer observation)

Late Hires or Significant Absence: The district will reduce the minimum number of supervisor observations required during the Evaluation Cycle to 1 mini and 1 full observation for a teacher/other professional who is hired on or after the 60th school day, or a teacher/other professional who did not report for work for 60 or more consecutive school days or for a teacher/other professional who does not work more than half-time (.5). The timeline for observations may be adjusted. Anyone not meeting this criteria will adhere to the standing minimum requirements. The supervisor will complete the Modified CEP Timeline Form (Appendix F) within 5 working days of the teacher’s return to work/hire. The superintendent or other designee should approve the form and notify the teacher within 5 additional working days.

Peer Observation

A peer observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer observers do not score a teacher’s practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is a trained certified school personnel. All teachers and other professionals may receive a peer observation in a Summative Year.

- Peer observers may complete the department-approved training once every three years.
- Peer observation documentation will be accessed only by the evaluatee.

- Peer observers will be on a rotating basis. A pool of peers will be identified by the supervisor/principal. Volunteers will be recruited to the peer pool. A teacher may not volunteer to be a peer if they are: in their first year in the district or are a tenured teacher in their Summative Year.
- Peers will use the Kentucky Framework for teaching to document evidence from the peer observation.
- Peer observations will be scheduled collaboratively with the teacher and the peer observer.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- An initial evaluation conference is held within the first 30 calendar days to review evaluation procedures, timelines, forms and will include notification of evaluator assignments.
- Pre-conferences are not mandatory but may occur at the discretion of the evaluatee or evaluator.
- Post conferences will take place after all observations.
- Post observation conferences will be conducted within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle by April 25.

Products of Practice/Additional Sources of Evidence

Teachers and other professionals may provide additional evidence to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains.

Required:

- Observations conducted by certified supervisor observer(s)
- Self Reflection and Professional Growth Plan

Other:

- team-developed curriculum units
- lesson plans
- communication logs
- walkthroughs
- assessment data
- timely, targeted feedback from informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from Professional Learning Community meetings
- teacher reflections and/or self reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement activities/surveys

- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations

These sources of evidence should be made available to the principal in a timely manner upon request. All sources of evidence supporting an educator’s professional practice will be documented to inform the Overall Performance Measure.

Determining an Overall Performance Measure

Supervisors are responsible for determining an Overall Performance Measure for each teacher at the conclusion of the summative evaluation year. The evaluator determines the Overall Performance Measure based on professional judgment informed by evidence that demonstrates the educator's performance in each of the four Domains of the appropriate role-specific Framework, other evidence provided and decision rules that establish a common understanding of performance thresholds to which all educators are held.

The Kentucky Framework for Teaching/Specialists Framework stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the Evaluation Cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each domain at the culmination of an Evaluation Cycle.

An educator’s Overall Performance Measure is determined using the following steps:

- Analysis of evidence (observation, PGP, other sources of evidence).
- Determine the individual ratings through the use of sources of evidence and professional judgment.
- Apply Decisions Rules for determining an educator’s Overall Performance Measure.

Decision Rules	
If...	Then...
Domain 2 or 3 are rated INEFFECTIVE	Overall Performance Measure shall be DEVELOPING or INEFFECTIVE
Domain 1 or 4 are rated INEFFECTIVE	Overall Performance Measure shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	Overall Performance Measure shall be ACCOMPLISHED
Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	Overall Performance Measure shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	Overall Performance Measure shall be EXEMPLARY

Summative Evaluation Conference

A summative evaluation conference shall be held at the end of the Evaluation Cycle and shall include all applicable data. The Overall Performance Measure will be documented in the approved technology platforms. The summative form will be printed and signed to become part of the official personnel file. A copy will be provided to the evaluatee. An opportunity for written response shall be included in the official personnel record.

Professional Growth Plan and Evaluation Cycle

Based on the Overall Performance Measure, the type of Professional Growth Plan and the length of the Evaluation Cycle is determined as follows:

Accomplished/Exemplary

- Professional Growth Goal set by educator with evaluator input.
- If tenured, three-year evaluation cycle.

Ineffective/Developing

- Professional Growth Goal determined by evaluator.
- If tenured, formative review annually, with annual summative review at the discretion of the evaluator.

Corrective Action Plan (CAP)

The purpose of the CAP is to develop a plan that assists a certified staff member who has failed to meet a district standard or when an immediate change is required in practice or behavior.

Procedure:

- Administrator initiates the Corrective Action Plan process
- Administrator and teacher collaborate to develop the CAP
- Administrator and teacher develop timeline
- Administrator and teacher develop appraisal method for CAP
- Administrator evaluates improvement of performance at target date

School-Based Certified: Principal, Assistant Principal and District-Level Administrators

The goal is to create a fair and equitable system to measure the effectiveness of educational leaders and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** An administrator who devotes the majority of employed time in the role of principal, AP, or other district-level educational leaders for which administrative certification is required by the Education Professional Standards Board.
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluated:** District/School personnel that are being evaluated.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
6. **Performance Measures:** General descriptors that indicate the educational leader's performance. Educational leaders can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
7. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the ten Professional Standards for Educational Leaders (PSEL).
8. **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.

Measure and Performance Criteria

Professional Standards for Educational Leaders (PSEL)

Professional Standards for Educational Leaders 2015

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND 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 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

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.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND 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.

Overview and Summative Model

The Professional Standards for Educational Leaders provide guideposts that will help school leaders make a difference every day in the learning and well being of students. Grounded in current research and the real-life experiences of educational leaders, they articulate the leadership that our schools need and our students deserve. They are student-centric, outlining foundational principles of leadership to guide the practice of educational leaders so they can move the needle on student learning and achieve more equitable outcomes. They are designed to ensure that educational leaders are ready to meet challenges of the job today and in the future as education, schools and society continue to transform.

Evidence to Inform Professional Practice

- **Professional Growth Plan and Self Reflection**

The Professional Growth Plan will be completed by principals, assistant principals and other district-level educational leaders. It will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including student achievement and professional growth needs identified through self assessment and reflection.

- **Timeline for Self Reflection/PGP/Working Conditions**

- All principals, APs, and other district-level educational leaders will receive summative evaluations annually.
- All principals, APs, and other district-level educational leaders will participate in self reflection and professional growth planning each year.
- Late hires, after the first 30 days, will be within 15 days of their start date.

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

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 educational leaders respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educational leader performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Determining a Summative Rating

Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that an educational leader will “live in Accomplished but occasionally visit Exemplary”. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

- Professional Growth Planning and Self Reflection

- Products of Practice including all relevant data such as communications, documents, reports, notes, surveys, schedules, etc.
- Apply Decisions Rules for determining an educator’s Overall Performance Measure

Decision Rules	
IF...	THEN...
Principal, Assistant Principal, or other district-level educational leader is rated Exemplary in at least five of the measures and no measure is rated Developing or Ineffective	Rating shall be Exemplary
Principal, Assistant Principal, or other district-level educational leader is rated Accomplished in at least five of the measures and no measure is rated Ineffective	Rating shall be Accomplished
Principal or Assistant Principal, or other district level educational leader is rated Developing in at least six measures	Rating shall be Developing

District Personnel: Administrative

Evaluation Process

The evaluation of district-level administrators shall follow the procedures as described:

- A superintendent/designee will be the evaluator for all other district administration.
- All other district administrators shall be evaluated annually, including the superintendent. The evaluation of the superintendent is the responsibility of the Board of Education.
- The superintendent/designee will hold an initial formative conference by September 30th with the other district administration which will include:
 - Discuss areas of strengths and weaknesses
 - Finalize and clarify goals that have been mutually established in the PGP
 - Align these goals to district goals
 - Reviews plans for implementation of all goals and improvements

Self Reflection and Professional Growth Planning

Each district administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other district administrators are encouraged to review the school/district improvement plans, School Report Card data and professional development plans when considering areas for improvement. The goals must be written to support district goals.

Evaluation Cycle

- The superintendent/designee will request that administrators conduct a self appraisal using the district evaluation form for administrators by May 15. Formative evaluation for all other district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15. The Superintendent/designee will hold a conference before June 15 with the other district personnel which will include:
 - Discussion of job performance criteria
 - Review of PGP goals for the year
 - Discussion of district goals for upcoming school year
 - The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments

Appendix A

Certified Evaluation Plan: Teacher Evaluation Timeline

Professional Growth Plan & Self Reflection

May 30 PGP developed & self reflection completed for upcoming school year

October 1 PGP developed & self reflection for current school year (new staff)

Annual Evaluation Cycle: Non-Tenured

(begins two weeks after first student-attendance day)

October 15 1st mini observation complete

December 15 2nd mini observation complete

February 15 3rd mini observation (peer) complete

April 25 Full observation complete

Three-Year Evaluation Cycle: Tenured

(begins two weeks after first student-attendance day)

April 25 Mini supervisor observation complete (years 1 and 2)

December 15 Mini peer observation complete (year 3)

April 25 Full supervisor observation complete (year 3)

Appendix B

Modified CEP timeline for Teachers or Other Professionals

Teacher/Other Professional		Position	
Supervisor		Cycle	

Late Hires or Significant Absence: The district will reduce the minimum number of supervisor observations required during the Evaluation Cycle to 1 mini and 1 full observation for a teacher/other professional who is hired on or after the 60th school day, or a teacher/other professional who did not report for work for 60 or more consecutive school days or for a teacher/other professional who does not work more than half-time (.5). The timeline for observations may be adjusted. Anyone not meeting this criteria will adhere to the standing minimum requirements. The supervisor will complete the Modified CEP Timeline Form (Appendix) within 5 working days of the teacher's return to work/hire. The superintendent or other designee should approve the form and notify the teacher within 5 additional working days.

Mark the reason for needing an adjusted timeframe:

Late Hire

Date of hire: _____; Calendar Days: _____

Extended Leave

Dates of leave: _____ to _____; Calendar Days: _____



TPGES/OPGES Measure	Original Timeline	Adjusted Timeline
Self-Reflection—all staff	-May 30 (returning hires) - Within 30 calendar days of the start of school year (new hires)	
Professional Growth Plan—all staff	-May 30 (returning hires) - Within 30 calendar days of the start of school year (new hires)	
Supervisor Observation/Workplace Visit—varies by cycle Mark Applicable Cycle: <input type="checkbox"/> 1 Year Cycle Staff (1Yr) mini observation mini observation mini observation (peer) full observation <input type="checkbox"/> 3 Year Cycle Staff in Year 3 (3YrT3) full observation <input type="checkbox"/> 3 Year Cycle Staff in Year 1 or 2 (3YrT1/2) 1 mini observation **No obs. before orientation/within last 14 instructional days	October 15 December 15 February 15 April 25 April 25 April 25	
Teacher Signature:	Date:	
Supervisor Signature:	Date:	
Superintendent/Designee Signature:	Date:	

Appendix C

Certified Evaluation Plan: Principal and Superintendent Checklists

PRINCIPAL ANNUAL CHECKLIST

- _____ Select peer observers
- _____ Ensure peer observers are trained
- _____ Train certified personnel w/in the first 30 days of the school year (share staff obs.)
- _____ Review PGP and self reflection with all certified staff (Oct. 1st)
- _____ Share and schedule observations (first 30 days of school year)
- _____ Schedule summative evaluations (April 30)
- _____ Discuss PGP for upcoming school year (April 30)

SUPERINTENDENT ANNUAL CHECKLIST

- _____ Identify a point of contact for overseeing and administering Val-Ed 360/Kentucky Impact Surveys

Appendix D

Board Policy: PERSONNEL 03.18

CERTIFIED PERSONNEL Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file.

APPEAL PANEL

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

ELECTION

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

TERMS

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

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the

evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

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

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator. Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

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

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

[1KRS 156.557, 704 KAR 003:345](#)
[OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 \(1992\)](#)

RELATED POLICIES: 203.15, 03.16, 02.14

Appendix E

Evaluation Appeal Form

This form is to be used by certified employees who wish to appeal their performance evaluation to the Appeal Panel.

Employee's Name: _____	
Home Address: _____	
Job Title _____	Grade or Department _____

What specifically do you object to or why do you feel you were unfairly evaluated?

If additional space is needed, attach an extra sheet.

Date you received the summative evaluation: _____

Name of Evaluator: _____ Date: _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Employee's Signature

Date