

**Certified Personnel  
Evaluation Plan  
for  
Paintsville Independent Schools**



220 Main Street  
Paintsville, KY 41240  
606-789-2654

## 2025-26 Certified Evaluation Plan

Paintsville Independent School District  
220 Main Street  
Paintsville, Kentucky 41240  
Phone: 606-789-2654

**Bryan Auxier-Superintendent**

Nicki Caudill–Evaluation

606-789-2654 x 2107

### *Certified Evaluation Plan Development Committee Members:*

Chester McCoy	PHS/PJHS Principal
Kristy Frazier	PES Principal
Sherri Woods	PES Assistant Principal
Dawn Kinner	PHS/PJHS Assistant Principal
Georgia Baldwin	PHS School Counselor
Ashley Adams	PES School Counselor
Dawn McNew	PHS Teacher–English Chair
Amanda Cox	PHS Teacher–Science Chair
Adam Davis	PHS Teacher–Math Chair
Katie Adams	PHS Teacher–Social Studies Chair
Tammie Matijasic	PES Teacher
Rachael Melvin	PES Teacher
Jessica Davis	PES Math Coach
Kasey Toole	PES and PHS Gifted and Talented Teacher

Certified Personnel Evaluation Plan was approved by the members of the Paintsville Independent Schools Board of Education on \_\_\_\_\_.

Paintsville Independent Board of Education:

Joe Porter

Kay Hall

Mike Martin

Mike Short

Walt Crace

**Certified Evaluation Plan  
Table of Contents**

Certified Evaluation Plan Overview	4
Roles and Definitions	5
Kentucky Framework for Personnel Evaluation	7
Evaluator Certification Training	7
Certified Evaluation Plan for Teachers and Other Professionals	8
Certified Evaluation Plan for Principals and Assistant Principals	18
Certified Evaluation Plan for District Personnel	32
KSBA Certified Evaluation Regulations	38

## **Certified Evaluation Plan Overview**

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. Effective teaching supported by effective leadership will ensure all students are successful and graduate from high school college/career-ready.

The Adapted Danielson Framework for Teaching and the Kentucky Framework for Teaching Specialist

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four measures of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional support 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.

## Roles and Definitions

1. Artifact: A product of a certified employer's work that demonstrates knowledge and skills.
2. Certified Administrator: A certified employee who devotes the majority of time in a position for which advanced educational leader certification is required by EPSB pursuant to [KAR Title 16](#) ; examples can include superintendent, principal, instructional supervisor, director of special education, director of pupils and personnel..
3. Certified Personnel: Certified employees, below the level of superintendent, who devote 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/or leading to the establishment or revision of a professional growth plan.
5. Corrective Action: A process used in relation to the performance of one's assignment if said performance is found to be ineffective.
6. District Certified Personnel: Certified employees, below the level of superintendent, serving in district-based positions.
7. Evaluatee: A certified school employee 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. 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.
11. [Kentucky Framework for Teaching](#) and [The Kentucky Specialists Framework](#): The document indicating the measure, components, and descriptors for which certified personnel will be evaluated.
12. 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.
13. Observer Calibration: The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
14. Observer Certification: The process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

## Roles and Definitions Continued

15. Other Professionals: Certified school employees, including guidance counselors, band instructors, library media specialists, instructional specialists, therapeutic specialists, etc. except for teachers, administrators, assistant principals, or principals.
16. Performance Criteria: The areas, skills, or outcomes on which certified school personnel are evaluated—*Planning, Environment, Instruction/Delivery of Service, and Professionalism*.
17. Principal: Certified school personnel who spends the majority of their employed time in the role of principal, for which advanced educational leader certification is required by the EPSB, pursuant to [KAR Title 16](#).
18. Professional Growth Plan: An individualized plan for a certified employee 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, developed by the evaluatee in consultation with the evaluator.
19. 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.
20. Student Learning Focus: Focus area(s) of deeper learning, tailored to the needs of students, developed by each non-evaluating school-based employee in consultation with their evaluator
21. Student Progress Goal: A goal of student progress, developed by the school-based administrator in collaboration with, and approved by their administrator.
22. 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.
23. Teacher: Person for whom EPSB certification is required as a basis of employment in the public schools of the state, and provides student instruction at the classroom level.
24. Walk Through: An informal observation (announced or unannounced) in which administrators gauge instructional practice and student engagement resulting in feedback provided to the certified employee. The data from the walk through will be retained as one of the multiple measures of teacher effectiveness.

## Kentucky Framework for Personnel Evaluation

### Role Group, Measure and Performance Criteria

For

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

The Kentucky Framework for Personnel Evaluation defines by role group, measure, and performance criteria how certified educators in Kentucky will be evaluated. It is designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism according to performance criteria connected to the certified employee's role.

Evidence documenting professional practice is evaluated according to the performance criteria for the applicable role group. Performance is rated for each measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice.

### 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. All late-hire evaluators of certified personnel will successfully complete 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 pursuant to [704 KAR 3:37](#)





**CERTIFIED  
EVALUATION PLAN  
FOR  
TEACHERS  
AND  
OTHER  
PROFESSIONALS**

## **Yearly Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are yearly processes. The teacher and other professionals (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 addresses realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and certified employees will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

### **Self-Reflection and Professional Growth Planning Guidelines**

- All teachers and other professionals (guidance counselors, librarians, speech/language pathologists, family resource/youth services center director band instructors, gifted/talented teachers, MTSS professionals, etc) will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals will submit initial self-reflections and professional growth plans electronically in the Certified Evaluation Plan Google Classroom by October 15 each year.
- All teachers and other professionals will implement professional practice toward goal attainment and reflect on their practice throughout the year. Teachers will keep their own record of implementation and reflection throughout the year.
- All teachers and other professionals will submit a final self-reflection electronically to the Certified Evaluation Program Google Classroom prior to the last day of school of each year.

## **Observation**

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating.

### **Observation Timeline**

- Tenured employees will have a minimum of one (1) formal observation and (1) summative rating once every fifth year. Multiple walk-through observations may be completed throughout the five year cycle, but one (1) spring term formal observation is required every fifth year.
- Non-Tenured employees will have one (1) formal observation in the first semester and one (1) formal observation in the second semester each year until the employee reaches tenured status.
- Observations will not take place until evaluators' initial or update training for certified evaluations have occurred.
- If the teacher/other professional's employment is at two or more schools, they will be evaluated by the supervisor of the school at which they spend the majority of their weekly time.

### **Observation Conference**

Evaluators and evaluatees will adhere to the following observation conferencing requirements:

- Pre-observation conferences between the evaluator and evaluatee will be held one (1) to five (5) school days prior to the observation. The pre-observation document must be completed by the evaluatee and submitted electronically via the Certified Evaluation Program Google Classroom prior to the conference.
- The post-observation conferences will be conducted within five (5) working days of the observation. The conference will be documented in the Certified Evaluation Program Google Classroom and will note strengths and opportunities for growth.
- District may modify the number of observations for certified employees if hired after the school start date (late hires).

## **Professional Practice Additional Evidence**

Teachers and other professionals will electronically submit 3 or more additional pieces of evidence to support their work toward attainment of their Professional Growth Goal on or before May 1. Evidence should yield information related to the teacher/other professional's work toward attainment of their Professional Growth Goal and is not limited to:

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Engagement in professional organizations
- Action research
- Administrative and release committee meetings
- Therapy session notes
- Progress monitoring
- Video lessons
- Records of teacher or student attendance

## **Summative Evaluation**

Evaluators are responsible for using professional judgment in determining a summative rating for each educator at the conclusion of the summative evaluation year. The summative rating is the educator's ratings in accordance with the criteria of each of the four Domains of the appropriate role-specific evaluation Framework as well as with the 4 Kentucky Framework Measures - Planning, Environment, Instruction, and Professionalisms. These ratings were adapted into the Summative 4 Measure Rating.

A Teacher/Other Professional's Overall Performance Rating is determined by the evaluator using the summative chart below and is recorded in the Certified Evaluation Plan Google Classroom:

### Determining a Summative Rating

Measure	Summative Rating
Measures 2 <i>Planning</i> AND 3 <i>Instruction</i> are rated Ineffective	Ineffective
Measures 2 <i>Planning</i> OR 3 <i>Instruction</i> are rated Ineffective	Developing or Ineffective
Measures 1 <i>Planning</i> OR 4 <i>Professionalism</i> are rated Ineffective	Accomplished, Developing, or Ineffective
Two (2) Measures are rated Developing and Two (2) Measures are rated Accomplished	Accomplished
Two (2) Measures are rated Developing and Two (2) Measures are rated Exemplary	Accomplished
Two (2) Measures are rated Accomplished and Two (2) Measures are rated Exemplary	Exemplary

#### Measures

- 1—Planning
- 2—Environment
- 3—Instruction
- 4—Professionalism

#### Ratings

Exemplary—Consistently exceeds expectations of measures.

Accomplished—Consistently meets expectations of measures.

Developing—Inconsistently meets expectations of measures.

Ineffective—Consistently fails to meet expectations of measures.

### Certified Personnel and Other Professionals Evaluation Timeline

STEP	ACTIVITY	WHO	DEADLINE
1	<u>Orientation</u> : The evaluation criteria and process used to evaluate all certified school personnel shall be explained and discussed with all certified school personnel within the first 30 calendar days of the school year.	All certified teachers and other professionals	Yearly, within the first 30 calendar days of school
2	<u>Initial Self Reflection</u> : All certified personnel will submit their initial self-reflection electronically to the Certified Evaluation Program Folder	All certified teachers and other professionals	Yearly, on or before October 15
3	<u>Professional Growth Plan</u> : An individual professional growth plan shall be submitted electronically to the Certified Evaluation Program Folder	All certified teachers and other professionals	Yearly, on or before October 15
4	<u>Pre-Observation Conference</u> : Evaluator holds a pre-observation conference with teachers/other professionals. Evaluatee will submit pre-observation document electronically to the Certified Evaluation Program Folder	All certified teachers and other professionals in their evaluation year	One (1) to five (5) days prior to observation
5a	<u>Tenured Teacher/Other Professional Formal Observation</u> : Conduct formal observation once per five years	All tenured certified teachers and other professionals in their evaluation year	Spring Semester
5b	<u>Non-Tenured Teacher/Other Professional Formal Observation</u> : Conduct formal observation twice per year each year until reaching tenured status.	All non-tenured certified teachers and other professionals in their evaluation year	Once in fall and once in spring semester

STEP	ACTIVITY	WHO	DEADLINE
6	<u>Post-Observation Conference:</u> Evaluator holds a post-observation conference with teachers/other professionals. Evaluator will submit post-observation document electronically to the Certified Evaluation Program Folder. Evaluatee will electronically sign the post-observation conference document	All certified teachers and other professionals in their evaluation year	Within five (5) school days after the observation
7	<u>Additional Evidence:</u> Evaluatee will electronically submit a minimum of three pieces of evidence to the Certified Evaluation Program Google Classroom. Evidence submitted will support their work toward attainment of their Professional Growth Goal.	All certified teachers and other professionals in their evaluation year	On or before May 1
8	<u>Summative Evaluation:</u> Evaluator completes the summative evaluation and submits it electronically to the Certified Evaluation Program Folder. Evaluator and evaluatee will electronically sign the summative evaluation.	All certified teachers and other professionals in their evaluation year	On or before May 15
9	<u>Superintendent Recommendation:</u> Evaluator recommends re-employment / termination to superintendent	All certified teachers and other professionals in their evaluation year	On or before May 15

## Professional Growth Interventions

Based on the overall Professional Practice rating, supervisors will help teachers and Licensed Professionals determine the type of Professional Growth Plan and the level of interventions of the evaluation.

### Type and Length of Educator Plan for Teachers and Other Professionals

Professional Practice Rating	Non-Tenured	Tenured
Exemplary	<ul style="list-style-type: none"><li>Professional Growth Goal set by educator with evaluator input</li><li>Professional Growth Plan activities are teacher directed</li><li>Formal observation annually</li></ul>	<ul style="list-style-type: none"><li>Professional Growth Goal set by educator with evaluator input</li><li>Professional Growth Plan activities are teacher directed</li><li>Formal observation every five years</li></ul>
Accomplished		



Professional Practice Rating	Non-Tenured	Tenured
Developing	<ul style="list-style-type: none"> <li>Professional Growth Goal determined by evaluator and focused on low performance measure</li> <li>Professional Growth Plans to address data analysis of student growth and record keeping on student performance</li> <li>Professional Growth Plan activities designed by evaluator with educator input</li> <li>Formative review at mid-point/Goal adjustment if needed by evaluator</li> <li>Summative evaluation at end of plan</li> <li>Teacher Mentor Assistance Plan or Corrective Action Plan Implemented</li> </ul>	<ul style="list-style-type: none"> <li>Professional Growth Goal set by educator with evaluator input initially</li> <li>One goal must focus on low performance/ outcome area</li> <li>Plans to address data analysis of student growth and record keeping on student performance</li> <li>Plan activities designed by evaluator with educator input</li> <li>Formative review at mid-point/Goal adjustment if needed by evaluator</li> <li>Summative evaluation at end of plan</li> <li>Teacher Mentor Assistance Plan or Corrective Action Plan Implemented</li> </ul>
Ineffective	<ul style="list-style-type: none"> <li>Professional Growth Goal determined by evaluator and focused on low performance measure</li> <li>Professional Growth Plans to address data analysis of student growth and record keeping on student performance</li> <li>Professional Growth Plan activities designed by</li> </ul>	<ul style="list-style-type: none"> <li>Professional Growth Goal determined by evaluator and focused on low performance measure</li> <li>Professional Growth Plans to address data analysis of student growth and record keeping on student performance</li> <li>Professional Growth Plan activities designed by evaluator with educator input</li> <li>Formative review at mid-point/Goal adjustment if needed by evaluator</li> </ul>

Professional Practice Rating	Non-Tenured	Tenured
	<p>evaluator with educator input</p> <ul style="list-style-type: none"> <li>• Formative review at mid-point/Goal adjustment if needed by evaluator</li> <li>• Summative evaluation at end of plan</li> <li>• Corrective Action Plan Implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Summative evaluation at end of plan</li> <li>• Corrective Action Plan Implemented</li> </ul>

**CERTIFIED  
EVALUATION PLAN  
FOR  
PRINCIPALS  
AND  
ASSISTANT  
PRINCIPALS**

## **Certified Evaluation Plan for Principals and Assistant Principals**

The vision for the Certified Evaluation Plan for Principals and Assistant Principals is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure building level administrators and act as a catalyst for professional growth.

### **Certified Evaluation Plan Overview and Summative Model for Principals and Assistant Principals**

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Professional Standards for Educational Leaders.

#### **Professional Standards for Educational Leaders**

The PSEL embodies a research- and practice-based understanding of the relationship between educational leadership and student learning. Improving student learning takes a holistic view of leadership. In all realms of their work, educational leaders must focus on how they are promoting the learning, achievement, development, and well-being of each student. The Standards reflect interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management 10. School Improvement

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 principals respond to or apply additional support 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 principal 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.

## **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.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

## **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.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

## **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.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

## **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.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning. f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

## **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.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct. f) Infuse the school's learning environment with the cultures and languages of the school's community.

## **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.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.



## **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.

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

## **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.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning

## **STANDARD 9. OPERATIONS AND MANAGEMENT**

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption. f) Employ technology to improve the quality and efficiency of operations and management. g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board. k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

## **STANDARD 10. SCHOOL IMPROVEMENT**

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement

## **Professional Growth Planning and Self-Reflection – Completed by Principals & Assistant Principals**

The Professional Growth Plan will address realistic, focused, and measurable professional goals aligned to the school/district improvement plan. The plan will connect data from multiple sources including site-visit conferences, data on student achievement monitoring, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

The initial self-reflection shall be completed and submitted to the Certified Evaluation Plan google Classroom on or before October 15 (new employees, hired after school start date, will work in collaboration with the superintendent to adjust the time frame). By October 15, the Professional Growth Plan (PGP) will be completed and submitted to the Certified Evaluation Plan Google Classroom, which will be overseen by the Instructional Supervisor and Superintendent. Observations or Site Visits can begin occurring after the tenth instructional school day and all observations and site visits will be finalized by May 1. The Summative Evaluation will be completed by June 15th.

## **Site Visits – Completed by Supervisor of Principal**

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

- One formal site visit will be held once per five years.
- Post site visit conferences will be held.
- The connections to the performance standards will be determined in collaboration with the supervisor and principal through the use of artifacts or written documentation.
- Site-visits will be documented on district approved forms in the Certified Evaluation Program Google Classroom for summative evaluation.

Evaluators may use the following evidence in determining overall ratings:

- Multiple Measures
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Surveys
  - Working Conditions Survey
  - Grants
  - Communication with students, families, and the community
  - Data collection for student growth
  - Classroom observation data
  - SBDM Minutes
  - EILA/Professional Learning Experience and Documentation
  - Professional Organization Membership
  - School Schedules
  - School climate survey results
  - School safety survey results
  - Other – Sources of evidence determined with the collaboration of superintendent and administrator or principal and assistant principal that uniquely supports educator practice of effectiveness

#### **Criteria for Determining a Principal or Assistant Principal Professional Practice Rating**

- Measure 1—Planning (PSEL 1, 9, 10)
- Measure 2—Environment (PSEL 3 and 7)
- Measure 3—Instruction (PSEL 4, 5, 6)
- Measure 4—Professionalism (PSEL 2 and 8)

Measure	Rating
Measures 2 and 3 are rated Ineffective	Ineffective
Measures 2 or 3 are rated Ineffective	Developing or Ineffective
Measures 1 or 4 are rated Ineffective	Shall not be Exemplary: May be Accomplished, Developing, or Ineffective
2 Measures are rated Developing and 2 Measures are rated Accomplished	Accomplished
2 Measures are rated Developing and 2 Measures are rated Exemplary	Accomplished
2 Measures are rated Accomplished and 2 Measures are rated Exemplary	Exemplary

### Principal and Assistant Principal Evaluation Activity Timeline

STEP	ACTIVITY	WHO	DEADLINE
1	<u>Orientation</u> : The evaluation criteria and process used to evaluate all certified school personnel shall be explained and discussed with principals and assistant principals within the first 30 calendar days of the school year.	All certified employees	Yearly, within the first 30 calendar days of school
2	<u>Initial Self Reflection</u> : All principals and assistant principals will submit their initial self-reflection electronically to the Certified Evaluation Program Google Classroom	All certified teachers and other professionals	Yearly, on or before October 15
3	<u>Professional Growth Plan</u> : An individual professional growth plan shall be submitted electronically to the Certified Evaluation Program Google Classroom	All certified teachers and other professionals	Yearly, on or before October 15
4	<u>Pre-Site Visit Conference</u> : Evaluator holds a pre-observation conference with principals/assistant principals. Evaluatee will submit pre-observation document electronically to the Certified Evaluation Program Google Classroom	All principals and assistant principals	Every five years, one (1) to five (5) days prior to site visit
5	<u>Site Visit</u>	All principals and assistant principals	Every five years, , on or before May 1

STEP	ACTIVITY	WHO	DEADLINE
6	<u>Post-Site Visit Conference:</u> Evaluator holds a post-observation conference with principal/assistant principal. Evaluator will submit post-observation document electronically to the Certified Evaluation Program Google Classroom. Evaluatee will electronically sign the post-observation conference document	All principals and assistant principals	Within five (5) school days after the observation
7	<u>Additional Evidence:</u> Evaluatee will electronically submit a minimum of three pieces of evidence to the Certified Evaluation Program Google Classroom. Evidence submitted will support their work toward attainment of their Professional Growth Goal.	All principals and assistant principals	Every year on or before May 1
8	<u>Summative Evaluation:</u> Evaluator completes the summative evaluation and submits it electronically to the Certified Evaluation Program Google Classroom. Evaluator and evaluatee will electronically sign the summative evaluation.	All principals and assistant principals	Every five years, on or before June 15



**CERTIFIED  
EVALUATION PLAN  
FOR  
DISTRICT PERSONNEL**

## **District Certified Evaluation Plan**

The vision for the District Certified Evaluation Plan is to have a district led by effective Central Office Certified Personnel. Central Office Certified Personnel will be evaluated utilizing the ISLLC standards and the Superintendent and Principal Crosswalk.

## **District Professional Growth and Effectiveness System Components**

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating district certified personnel. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: ISLLC Standards and the Superintendent and Principal Crosswalk.

## **District Certified Personnel Performance Standards-Professional Standards for Educational Leadership**

The Professional Standards for Educational Leadership are designed to support student achievement and professional best-practice through the standards of 1. Mission, Vision, and Core Values; 2. Ethics and Professional Norms; 3. Equity and Cultural Responsiveness; 4. Curriculum, Instruction and Assessment; 5. Community of Care and Support for Students; 6. Professional Capacity of School Personnel; 7. Professional Community for Teachers and Staff; 8. Meaningful Engagement of Families and Community; 9. Operations and Management; 10. School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting professional practice will be situated within one or more of the 10 PSEL standards. Performance will be rated for each measure (Planning, Environment, Instruction, and Professionalism) 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 district certified personnel 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 measure.

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 Certified District Personnel respond to or apply additional support and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives an evaluator the flexibility to account for a wide variety of factors related to individual performance.

## **Timeline**

The initial self-reflection shall be October 15 (new employees, hired after school start date, will work in collaboration with the superintendent to adjust the time frame). By October 15, the Professional Growth Plan (PGP) will be completed electronically in the Certified Evaluation Program Google Classroom. Observations or Site Visits can begin occurring after the tenth instructional school day and all observations and site visits will be finalized by May 15. The Summative evaluation will be completed by June 15th.

## **Professional Growth Planning and Self-Reflection – Completed by Certified District Personnel**

The Professional Growth Plan will address realistic, focused, and measurable professional goals aligned to the school/district improvement plan. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves professional practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Required:

- All district certified personnel will participate in self-reflection and professional growth planning each year.

## **Site-Visits – Completed by Superintendent**

Site visits are a method by which the superintendent may gain insight into the district certified personnel practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the district personnel, and will use those responses to determine issues to further explore opportunities for growth. A summary of the site visit will be included in the Certified Evaluation Plan Google Classroom.

## **Site Visit Guidelines**

- Conducted at least once every five years with the time frame determined in collaboration with the superintendent

- Post-Conference for the site visit will focus on evidence collected during the site visit and will be included in the Certified Evaluation Program Google Classroom.
- Site-visits will be documented and the evaluation recorded on the district approved forms in the Certified Evaluation Program Google Classroom..

### **Determining the Overall Performance Category**

Superintendents are responsible for determining an Overall Performance Category for each district certified personnel at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the district certified personnel ratings on professional practice and the selected standards and indicators using ISLLC Standards and The Superintendent and Principal Crosswalk measures. (See Appendix)

Measure 1—Planning

Measure 2—Environment

Measure 3—Instruction

Measure 4—Professionalism

### **Criteria for Determining Overall Performance Rating**

<b>Measure</b>	<b>Rating</b>
Measures 2 <i>Environment</i> AND 3 <i>Instruction</i> are rated Ineffective	Ineffective
Measures 2 <i>Environment</i> OR 3 <i>Instruction</i> are rated Ineffective	Developing or Ineffective
Measures 1 <i>Planning</i> OR 4 <i>Professionalism</i> are rated Ineffective	Accomplished, Developing, or Ineffective
Two (2) Measures are rated Developing and Two (2) Measures are rated Accomplished	Accomplished
Two (2) Measures are rated Developing and Two (2) Measures are rated Exemplary	Accomplished
Two (2) Measures are rated Accomplished and Two (2) Measures are rated Exemplary	Exemplary

### Timeline for Certified District Employee Evaluation Activities

STEP	ACTIVITY	WHO	DEADLINE
1	<u>Orientation</u> : The evaluation criteria and process used to evaluate all certified school personnel shall be explained and discussed with certified district office employees within the first 30 calendar days of the school year.	All certified employees	Yearly, within the first 30 calendar days of school
2	<u>Initial Self Reflection</u> : All certified district office employees will submit their initial self-reflection electronically to the Certified Evaluation Program Google Classroom	All certified employees	Yearly, on or before October 15
3	<u>Professional Growth Plan</u> : An individual professional growth plan shall be submitted electronically to the Certified Evaluation Program Google Classroom	All certified employees	Yearly, on or before October 15
4	<u>Pre-Site Visit Conference</u> : Evaluator holds a pre-site visit conference with certified district employees.. Evaluatee will submit pre-observation document electronically to the Certified Evaluation Program Google Classroom	All certified district employees	Once every (five) 5 years, one (1) to five (5) days prior to site visit
5	<u>Site Visit</u>	All certified district employees	Once every (five) 5 years
6	<u>Post-Site Visit Conference</u> : Evaluator holds a post-observation conference with certified district employees. Evaluator will submit post-observation document electronically to the Certified Evaluation Program Google Classroom. Evaluatee will electronically sign the post-observation conference document	All certified district employees	Once every (five) 5 years, within five (5) school days after the observation

STEP	ACTIVITY	WHO	DEADLINE
7	<u>Additional Evidence:</u> Evaluatee will electronically submit a minimum of three pieces of evidence to the Certified Evaluation Program Google Classroom. Evidence submitted will support their work toward attainment of their Professional Growth Goal.	All principals and assistant principals	Yearly, on or before May 1
8	<u>Summative Evaluation:</u> Evaluator completes the summative evaluation and submits it electronically to the Certified Evaluation Program Folder. Evaluator and evaluatee will electronically sign the summative evaluation.	All principals and assistant principals	Yearly, on or before June 15

# **KENTUCKY SCHOOL BOARD ASSOCIATION**

## **CERTIFIED EVALUATION REGULATIONS**

## **Certified Personnel Evaluation Regulations Per Kentucky School Board Association**

### DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval by the Board and the Kentucky Department of Education a personnel evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation. The District's certified evaluation plan shall be aligned with the Kentucky Framework for Personnel Evaluation.<sup>1</sup>

### PURPOSE

The purpose of the personnel evaluation system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions. The District certified evaluation plan for certified personnel assigned to the District level for purposes of evaluation shall be specific to the evaluatee's job category.

### FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for certified employees below the level of superintendent who have not attained continuing service status. Summative evaluations shall occur at least once every 5 (five) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

### REPORTING

Results of evaluations shall not be included in the accountability system under [KRS 158.6455](#).

### 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 evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

### CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

### 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 submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.<sup>2</sup>

### APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.<sup>1</sup>

### 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 reelected.

#### 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. Both the evaluator and the evaluatee shall be given the opportunity, at least five (5) days in advance of the hearing to review documents that are to be presented to the District evaluation appeals panel, 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, spouse, 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 shall be granted without written approval of the Superintendent.

#### REVISIONS TO PREVIOUSLY APPROVED DISTRICT EVALUATION PLAN

If a revision adding or removing a source of evidence or changing a decision rule or calculation in the summative rating formula in the District's certified evaluation plan is made by the local certified evaluation committee, the revised certified evaluation plan shall be reviewed and approved by the Board. If the Board determines that 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 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:**

<sup>1</sup>[KRS 156.557](#); [704 KAR 003:370](#)  
[703 KAR 005:225](#)  
[OAG 92-135](#); Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

#### **RELATED POLICIES:**

<sup>2</sup>02.14; 03.15; 03.16

Adopted/Amended: 6/11/2018

Order #: 6446

Amended July 2025 due to HB 48 increasing length of time between summative evaluation cycles for tenured certified employees from 3 years to 5 years.

## **Appeals/Hearings Regulations Per Kentucky School Board Association**

### PURPOSE

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

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

### APPEALS

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

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

## HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:12/11/2017

### **Confidentiality of Records Per Kentucky School Board Association**

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Review/Revised:12/11/2017

## Evaluation Appeal Form

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

<b>Employee's Name</b> _____		
<b>Home Address</b> _____		
<b>Job Title</b>	<b>Building</b>	<b>Grade or Department</b>
_____	_____	_____

What specifically do you object to or why do you feel you were not fairly 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***