



**Allen County School District  
Certified Personnel Evaluation Plans**

**July 2025**

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## Allen County Schools Certified Personnel Evaluation Plan

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# Allen County Schools

## Certified Personnel Evaluation Plan

### Certified Personnel Evaluation Plan Teachers and Other Professionals

The vision for the Allen County School District Certified Personnel Evaluation Plan is to have every student taught by an effective teacher or other professional. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

#### Roles and Definitions

1. **Administrator:** a certified staff person who devotes the majority of employed time in the role of principal or assistant principal, for which administrative certification is required by Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB pursuant to 16 KAR Chapter 3.
3. **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 pursuant to 16 KAR Chapter 3.
4. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
5. **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 pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals and teachers.
6. **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.
7. **Corrective Action Plan:** a plan established to assist the employee when the evaluator identifies specific area(s) that need immediate attention by the evaluatee.
8. **Evaluatee:** A certified school personnel who is being evaluated.
9. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
10. **Evaluation Committee:** A group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district as described in KRS 156.557 (5)(c)(1).
11. **Evaluator Certification:** Successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluates demonstrate proficiency in rating teachers and other professionals for the purpose of evaluation and feedback.
12. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).

13. **Job Category:** A group or class of certified school personnel positions with closely related functions.
14. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district used to develop a local certified personnel evaluation system.
15. **Observation:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals pursuant to Title 16 KAR.
17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).
18. **Performance Measures:** One of four measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
19. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, assistant principal as determined by the local certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings include exemplary, accomplished, developing and ineffective.
20. **Personnel Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely feedback to guide professional growth.
21. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
22. **Sources of Evidence:** The district approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of KAR 3:370.
23. **Summative Evaluation:** Is defined by KRS 156.557 (1) (d).
24. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
25. **Supervisor:** the evaluator of a certified employee; the primary evaluator as described in KRS 156.557
26. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under Title 16 KAR.
27. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

## The Kentucky Framework for Personnel Evaluation and Specialist Framework for Other Professionals

The Kentucky Framework for Personnel Evaluation and Specialist Frameworks are designed to support student achievement and professional practice through the measures of:

### **Framework for Teaching**

Planning  
Environment  
Instruction  
Professionalism

### **Specialist Frameworks for Other Professionals**

Planning  
Environment  
Instruction  
Professionalism

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 measure. Evaluators will use evidences in combination with professional judgement to inform the evaluatee's rating for each performance measure as:

- “Exemplary”: consistently exceeds expectations for effective performance
- “Accomplished”: consistently meets expectations for effective performance
- “Developing”: inconsistently meets expectations for effective performance
- “Ineffective”: consistently fails to meet expectations for effective performance

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

The Specialist Frameworks include: Guidance Counselors, Instructional Specialists, Library Media Specialists, Speech Language Pathologists, and School Psychologists.

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

- Professional Growth and Self-Reflection
- Observation
- Student Voice

- Other Measures of Student Learning
- Products of Practice

All components and sources of evidence related supporting an educator's professional practice will be completed and documented to inform the Overall Performance Rating.

All Summative Ratings will be recorded in the district approved technology platform.

The evaluation criteria and process used to evaluate a teacher shall be explained to and discussed with the teacher no later than the end of the first thirty (30) calendar days of reporting for employment each school year.

- The employee's immediate supervisor or designee will be designated as the primary evaluator.
- If available and funded, all interns involved with the Kentucky Teacher Internship Program (KTIP) will follow the Education Professional Standards Board's guidelines and procedures required to successfully acquire full Kentucky certification. This process will serve as the intern's evaluation process. If not available, all interns will participate in the same evaluation system as all other Teachers or Other Professionals.
- Other Professionals will be evaluated on an annual basis.
- Principals and Assistant Principals will be evaluated using the Kentucky Principals Performance Standards.
- All other District Certified Personnel will be evaluated using the Professional Standards for Educational Leaders (PSEL) and the approved district forms.
- Evaluations shall be documented on approved forms and will become part of the official personnel file.
- An opportunity shall be provided for the evaluatee to submit a written response to the summative rating and shall be included in the official personnel record.
- A copy of the evaluation will be provided to the evaluatee.
- Any certified personnel (Teacher/Other Professional/School-level Administrator/District Administrator) can be placed on a Corrective Action Plan to assist with professional growth in any number of areas as determined by their immediate supervisor. All forms associated with the Corrective Action Plan will be submitted to the Superintendent and a copy placed in their personnel file.
- The Kentucky Framework for Teaching, the Specialist Frameworks, the Principal Performance Standards and the Professional Standards for Educational Leadership are located in the index of this document. They include all performance criteria, skills or outcomes that will be used to evaluate certified personnel.

## Professional Practice

### Professional Growth Planning and Self-Reflection

Reflective practices and professional growth are continuous processes. The teacher (1) reflects on his or her current growth needs based on the Allen County Continuous Growth Continuum and identifies an area or areas for focus; (2) collaborates with his or her administrator/instructional coach to develop a professional focus area 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.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from the Allen County School's Growth Continuum and includes classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals will document self-reflection and professional growth planning in the district approved platform.
- Staff will adhere to the following procedures as they develop their Self-Reflection:
  1. Using the Allen County Schools Continuous Growth Continuum document, consider each statement and selects the performance statements they feel most reflects their daily practice.
  2. Review the overall results of each domain to see which level of practice is highlighted most.
- The self-reflection should take place by **September 15** of each year and revisited throughout the school year.
- Teachers shall complete the self-reflection process and enter the data in the district approved platform. The following questions should be considered when determining focus area:
  1. What do I want to change about my instruction or leadership that will effectively impact student learning?
  2. What personal learning is necessary for me to make the change?
  3. What are the measures of success?
- Teachers will analyze and review all available data such as: student growth, self-reflection, student voice, and assessment data.
- Any teacher/other professional that is hired after October 1 of the school year, must have their self-reflection and focus area submitted within 30 days of their hire date.



- Any teacher/other professional that replaces an existing teacher/other professional will complete the self-reflection and a focus area within 30 days of their hire date.
- Any existing teacher/other professional on an approved leave (FMLA, maternity leave, etc) must have their self-reflection and focus area submitted within 30 days of their return to work.
- Other Professionals will use their job-related Kentucky framework standards and forms to develop and document their self-reflection and focus area.

## **Observation—For Teachers and Other Professionals**

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and for each certified teacher and other professional. Supervisor observations use the same instruments. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

## **Observation Model**

Observers will conduct three mini observations (two by the supervisor and) of approximately 20-30 minutes each. Because these are shorter sessions, the supervisor will make note of the components observed in order to identify "look-fors" in the next mini observation by the supervisor. The final observation is a formal observation conducted by the supervisor consisting of a full class or lesson observation.

Teachers and Other professionals on a 1 Year Summative Cycle which include all non-tenured teachers, and any teacher determined to be on a 1 Year Summative Cycle by the Summative Evaluation Cycle Matrix will adhere to the following minimum requirements:

- Principals will conduct (2) mini observations and a full observation each year.
- The final observation is conducted by the supervisor and is a full observation. All observations must be completed by April 15<sup>th</sup>.
- All observations must be documented in the district approved technology platform.
- A minimum of one full observation shall be conducted by the supervisor for any teacher or other professional hired on or after 60 days following the first day on which students report to school. Any teacher or other professional hired before the 60 days following the first day on which students report to school will complete the full observation schedule.
- Interns will complete all requirements of a non-tenured, certified teacher.
- Additional observations may be conducted if deemed necessary by the evaluating administrator.
- All monitoring and observation of performance will be conducted openly and with knowledge of the evaluatee.

Tenured teachers and Other Professionals on a **five (5) Year Summative Cycle** as determined by the Summative Evaluation Cycle Matrix will adhere to the following minimum requirements:

- Principals will conduct **four (4) mini-observations** and one (1) full observation during the **five (5) year evaluation cycle.**
- The final full observation must take place in the summative year of the cycle and is conducted by the supervisor.
- A mini-observation will be conducted in each of the **first four years of the five (5) year cycle.** All observations must be complete by April 15 of each school year.
- All observations must be documented in the-district approved technology platform.
- Additional observations may be conducted if deemed necessary by the evaluating administrator.

### Observation Conferencing

Teachers, Other Professionals, and observers will adhere to the following observation conferencing protocols:

- A pre and post conference will be conducted for each full observation. Both these conferences should take place in person. The pre-conference will take place within a five (5) working days window prior to the observation. The post-conference will take place no later than five (5) working days after the observation.
- For mini-observations, administrators will conduct a post conference in order to provide the teacher/other professional with immediate feedback. All pre-conferences will take place within a five (5) day window prior to the observations. The post conference will take place no later than five (5) working days after the observation. Mini-observations can be unannounced.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

### Observing Schedule

All observations for Teachers and Other Professionals should be completed within the following timelines:

- Observations may begin after the evaluation training which shall take place within 30 calendar days of reporting for employment each school year.
- All scheduled observations will take place before **April 15.**
- All summative evaluations will be completed and submitted by **May 1.**

### Observer/Evaluation Training

- All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. The training shall be conducted by KDE or an approved provider.
- All administrators will successfully complete all Personnel Evaluation training on a yearly basis. This consists of 6 hours of EILA-approved training.
  - Training will include effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques

- The Primary Evaluator is the immediate supervisor.
- All evaluators must meet CEP requirements before conducting a formative or summative evaluation.

## **Student Voice**

All Teachers and Other Professionals will participate in the district designed Student Voice Survey. The results of the survey will be included as a source of data to inform each teacher's professional practice rating. All student voice data collected after the teacher's previous summative year rating will be considered as a source of evidence. To ensure fidelity of implementation and comparability of results, the Student Voice Survey will be administered using the following process:

- The building principal will determine which student groups will participate in the survey.
- Results will be used to inform Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All certified teachers and Other Professionals will participate in the district approved Student Voice Survey annually with a minimum of one identified group of students as determined by the District Point of Contact.
- All students with IEPs or 504 plans will have access and receive the requisite supports to ensure equal access. Student with a "Reader" accommodation will have access to a text reader program or a reader. A proctor will be available if students have additional questions.
- ECE, Title I and other collaborative teachers will survey their direct contact students.

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

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the domains.

Required sources of evidence include:

- Observations conducted by certified supervisor observer(s)
- Student voice survey(s)
- Self-reflection and focus area(s)
- Additional sources of evidence that could be used to support educator practice includes but not limited to:
  - Team-developed curriculum units
  - Lesson plans
  - Communication logs
  - Timely, targeted feedback from mini or informal observations
  - Student data records
  - Student work
  - Student formative and/or summative course evaluations/feedback
  - Minutes from PLCs

- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research

## **Determining the Summative Evaluation Rating for Teachers and Other Professionals**

The Kentucky Framework for Personnel Evaluation stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will 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 measure at the culmination of an educator's cycle. Evaluators will use the Indicators and Critical Attributes in each Component to determine the evaluatee's performance rating. Each Component score will be considered when assigning an overall score for each of the measures. Evaluators shall enter a summative rating in the district approved technology platform for each of the four (4) measures based on their professional judgment of the following evidences:

- Supervisor's Observation Data
- Student Voice Information
- Professional Growth Plan and Focus Area(s)
- Additional sources of approved evidences

Principals shall assign a rating of Ineffective (1), Developing (2), Accomplished (3), or Exemplary (4) to each measure. The final summative rating will be composed of the domain ratings 1-4, the professional judgement of the sources of evidence and subjected to the Professional Practice Rating Matrix located below.

Summative evaluations of certified personnel shall be documented in writing and be included in the official personnel record. All evidence used to determine an overall summative rating for certified personnel must be included in the documentation of the summative evaluation. Formative data will be incorporated during the KTIP process for an intern teacher, if the system is available.

Measure 1: Planning

Measure 2: Environment

Measure 3: Instruction

## Summative Professional Practice Rating Matrix

If ...	Then ...
Measures 2 <b>and</b> 3 are rated <b>INEFFECTIVE</b>	Professional Practice Rating Shall be <b>INEFFECTIVE</b>
Measures 2 <b>or</b> 3 are rated <b>INEFFECTIVE</b>	Professional Practice Rating Shall be <b>INEFFECTIVE or DEVELOPING</b>
Measures 1 or 4 are rated <b>INEFFECTIVE</b>	Professional Practice Rating Shall NOT be <b>EXEMPLARY</b>
Two Measures are rated <b>DEVELOPING</b> , and two Measures are rated <b>ACCOMPLISHED</b>	Professional Practice Rating Shall be <b>ACCOMPLISHED</b>
Two Measures are rated <b>DEVELOPING</b> , and two Measures are rated <b>EXEMPLARY</b>	Professional Practice Rating Shall be <b>ACCOMPLISHED</b>
Two Measures are rated <b>ACCOMPLISHED</b> , and two Measures are rated <b>EXEMPLARY</b>	Professional Practice Rating Shall be <b>EXEMPLARY</b>

**Summative Evaluation Cycle Matrix** - Based on the overall Professional Practice rating, supervisors will assist tenured teachers/other professionals to determine the type of Professional Growth Plan and the length of the summative cycle. All non-tenured teachers will be on a one (1) year summative cycle.

SUMMATIVE EVALUATION			
CYCLE MATRIX			
PROFESSIONAL PRACTICE	EXEMPLARY	<ul style="list-style-type: none"><li>☐ 1 Year Cycle</li><li>☐ Summative occurs at the end of the 1-year plan</li><li>☐ Goals are set by the teacher; may include input from the evaluator</li></ul>	<ul style="list-style-type: none"><li>☐ 5 Year Cycle</li><li>☐ Summative occurs at the end of the 5-year plan</li><li>☐ Goals are set by the teacher</li></ul>
	ACCOMPLISHED		
	DEVELOPING	<ul style="list-style-type: none"><li>☐ 1 Year Cycle</li><li>☐ Summative occurs at the end of the 1-year plan</li><li>☐ Goals are set by the evaluator; may include input from the evaluator</li></ul>	<ul style="list-style-type: none"><li>☐ 1 Year Cycle</li><li>☐ Summative occurs at the end of the 1-year plan</li><li>☐ Goals are set by the evaluator; may include input from the evaluator</li></ul>
	INEFFECTIVE	<div></div> <div>NONTENURED</div>	<div></div> <div>TENURED</div>

# **Allen County Schools**

## **Administrator Evaluation System**



## **Administrators Evaluation and Professional Growth System**

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 district adopted Principal Performance Standards.

## **Kentucky Professional Standards for Educational Leadership (PSEL)**

The Professional Standards for Educational Leadership are designed to support student achievement and professional best-practice through the following standards; Mission, Vision and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; School Improvement. Included in the Professional Standards are performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the ten standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to know that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal 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.

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

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 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.



## Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

### **Professional Growth Planning and Self-Reflection—completed by principal and assistant principals**

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

Reflective practices and professional growth planning are iterative processes. The principal (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 supervisor 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.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

- All principals and assistant principals will participate in Self-Reflection and Professional Growth planning each year.
- All principals and assistant principals will submit their Self-Reflection and Professional Growth Plan by October 30 of each school year-
- The Superintendent, or his designee, will work with the principal and assistant principal to develop, approve and monitor the Self-Reflection and Professional Growth Plan.
- Any principal or assistant principal that is hired after October 1 of the school year, must have their PGP and Self-Reflection submitted within 30 days of their hire date.

## Review of Practices and Evidence

Being present at the school is one method by which the superintendent may gain insight into the principals' practice in relation to the standards and other criteria. The superintendent may discuss various aspects of the job with the principal, and will use the principal's responses to determine issues they would like to further explore. Additionally, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school improvement.

- Reviews are required annually and may be ongoing.
- The reviews will be applied in a variety of settings.
- The review will provide information on a wide range of contributions made by the principal.
- The reviews could range from observing how a principal interacts with others to observing programs and shadowing the administrator.
- The review of practices and evidence will be connected to the Professional Standards for Educational Leaders through the post-conference with the superintendent.
- The post-conference will take place no later than five (5) working days after the review.
- Evidence will be documented in the district-approved platform and recorded on the approved forms.
- A principal hired after the start of the school year will also be required to complete the review.
- Principals will evaluate the assistant principals on a (5) year cycle basis using the same review of practices and evidence that are connected to the Professional Standards for Educational Leaders.
- Both the summative and formative review must be completed by June 15 each year.
- The evaluatee will have the opportunity to submit a written statement in response to the summative rating and that response shall be included in the official personnel record.
- Administrators will receive a summative evaluation every (5) years on a 5 year rotation.

## Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the measures. They may include but not limited to:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through Documentation
- Budgets
- EILA/Professional Learning Documentation
- Surveys

- Professional Organization Memberships
- Parent/Community Engagement Surveys and/or Documentation
- Impact Kentucky Survey (Formerly TELL Survey)
- Instructional Effectiveness

## Overall Summative Rating Scale for School-Level Administrators

The overall Summative Rating will be based on an average of the scores from the 4 measures. Each of the 4 measures will be given a measure rating as follows: Ineffective- 0, Developing- 1, Accomplished- 2, Exemplary- 3.

The 4 scores will be averaged and the Summative Rating will be based on the following matrix:

\*\*any number "5" or above will be rounded to the next number. (ex. 2.49 would be rounded to 2.5)

0-.9	Ineffective
1.0-1.9	Developing
2.0-2.5	Accomplished
2.6-3.0	Exemplary

Score is based on a 0-3 scale.

**A "0" or Ineffective** indicates the administrator is ineffective in demonstrating the indicators within the Performance Standard. The majority of the indicators are not observed and/or rarely met.

**A "1" or Developing** indicates the administrator is developing in demonstrating the indicators within the Performance Standard. Some of the indicators are observed and some are being met but not on a consistent basis.

**A "2" or Accomplished** indicates the administrator is accomplished in demonstrating the indicators within the Performance Standard. Most of the indicators are observed and the majority are being met on a consistent basis.

**A "3" or Exemplary** indicates the administrator is exemplary in demonstrating the indicators within the Performance Standard. All the indicators are consistently observed and employed by the administrator.

\*\*See **Professional Standards for Educational Leaders** document for a detailed description of the ratings.

### Example:

Measures	Professional Standards For Educational Leaders	Measure Rating
Planning	1	3
	9	
	10	
Environment	3	2
	7	
Instruction	4	3

5  
 6  
 Professionalism 2 2  
 8  
 Total Points 10  
 Average Points  $10 / 4 = 2.5$  (Accomplished)  
 The Summative Rating would be a 2.5 or an Accomplished Overall Summative Rating.

Allen County Schools - Administrator Evaluation Criteria	
<b>MISSION, VISION, AND CORE VALUES</b>	
Effective Educational Leaders develop, advocate, and enact a share mission, vision, and core values of high-quality education and academic success and well-being of each student	
<b>ETHICS AND PROFESSIONAL NORMS</b>	
Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.	
<b>EQUITY AND CULTURAL RESPONSIVENESS</b>	
Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	
<b>CURRICULUM, INSTRUCTION, AND ASSESSMENT</b>	
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	
<b>COMMUNITY OF CARE AND SUPPORT FOR STUDENTS</b>	
Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	
<b>PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL</b>	
Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
<b>PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF</b>	
Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	
<b>MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY</b>	
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.	
<b>OPERATIONS AND MANAGEMENT</b>	
Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	
<b>SCHOOL IMPROVEMENT</b>	
Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.	

Self-Reflection	Administrator reviews standards and determines areas of strength and growth.		
Professional Growth Plan	In consultation with Superintendent, develops a plan to improve areas of need.		
Instructional Effectiveness	The extent of student achievement/progress as evidenced from formative and summative assessments/instructional rounds/classroom observations/state testing, etc.		
Impact Kentucky	Given to staff members every other year.		
Teacher/Student Voice	A survey of identified practices considered highly effective for students.		

# Allen County School District

## District Administrator Evaluation System



## **Professional Standards for Educational Leaders**

The Professional Standards for Educational Leaders (PSEL) were designed to respond to the new context of public education as well as to the recent research studying the influences and impact of administrators on teaching and learning. The PSEL are intended to inform the work of central office administrators and impact leadership development. The PSEL support student achievement and professional growth 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/District Improvement

Included in the Professional Standards are indicators that provide examples of observable behaviors that provide evidence of each standard. The Professional Standards provide the structure for feedback for continuous improvement that support each child in their educational experience and the overall improvement of the district. Performance will be rated for each of the 10 standards according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. District administrators are expected to perform as “Accomplished” with “Exemplary” as their goal. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgement 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 predestined formulas. The evaluator will also take into account how administrators respond to or apply additional supports and resources designed to promote student learning and the success of the district.

## **Review of Practices and Evidences—completed by the Superintendent**

The superintendent or designee will observe/evaluate each of the district administrators in the particular setting that is unique to their job and responsibilities. The superintendent can gain insight into the practices in relation to the standards and other criteria. The superintendent may discuss various aspects of the job with the district administrator and use the responses to determine issues they would like to further explore. Additionally, the district administrator will be provided an opportunity to explain the successes and challenges of their particular position in the district.

- Reviews are required annually and may be ongoing.
- The reviews may be applied in a variety of settings.
- All district administrators will participate in Self-Reflection and Professional Growth Planning each year.
- All district administrators will submit their Self-Reflection and Professional Growth Plan by October 30-of each school year-
- The Superintendent, or his designee, will work with the district administrator to develop, approve and monitor the Self-Reflection and Professional Growth Plan.
- Any district administrator that is hired after October 1 of the school year, must have their PGP and Self-Reflection submitted within 30 days of their hire date.
- The review will provide information on a wide range of contributions made by the administrator in relation to their position.
- The review of practices and evidence will be connected to the Professional Standards for Educational Leaders through the post-conference with the superintendent.
- The post-conference will take place no later than five (5) working days after the review.
- Evidence will be documented in the district-approved platform and recorded on the approved forms.
- An administrator hired after the start of the school year will also be required to complete the review.
- The summative review must be completed by June 15 each year.
- An opportunity will for written response shall be included in the official personnel record and a copy of the evaluation will be provided to the evaluatee.
- District administrators will receive a summative evaluation annually.

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

- Board Meetings Agendas and Minutes
- Budgets
- EILA/Professional Learning Documentation
- Surveys
- Delivery of Professional Learning
- School Improvement Support
- Professional Organization Memberships
- Program Successes
- Demonstration of Competencies for Professional Standards for Educational Leaders



## Overall Summative Rating Matrix for District Administrators

The overall Summative Rating will be based on an average of the scores from the 4 measures. Each measure consists of 1 or more standards from the Professional Standards for Educational Leaders. Each measure will be given a rating as follows: Ineffective-0, Developing-1, Accomplished-2, Exemplary-3.

The 4 scores will be averaged and the Summative Rating will be based on the following matrix:

\*\*any number "5" or above will be rounded to the next number. (ex. 2.49 would be rounded to 2.5)

0-.9	Ineffective
1.0-1.9	Developing
2.0-2.5	Accomplished
2.6-3.0	Exemplary

Score is based on a 0-3 scale.

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\*\*See the **Professional Standards for Educational Leaders** document for a more detailed description of the ratings.

### Example:

Measures	Professional Standards For Educational Leaders	Measure Rating
1-Planning	1	3
	9	
	10	
2-Environment	3	3
	7	
3-Instruction	4	2
	5	
	6	
4-Professionalism	2	<u>3</u>
	8	
Total Points		11
Average Points		11 / 4 = 2.75 (Accomplished)

The Summative Rating would be a 2.75 or an Accomplished Summative Rating.

## **Appeal Process**

All certified employees shall have the right to appeal a summative evaluation to the District Evaluation Appeals Panel (DEAP).

### **Election of the DEAP**

All members of the appeals panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. One member of the panel is appointed by the Superintendent.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternatives. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund. The Superintendent shall appoint a member to serve on the panel as the chairman and as the alternate.

The length of term for an appeals panel member shall be one (1) year. Panel members may be re-elected for the position. The panel members shall assume their responsibilities on July 1 effective until June 30 of the following year. Elections shall be conducted and appointments made during the month of May.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination—by May 31, each school will elect one candidate and submit the name to Central Office for the district ballot
- Secret Ballot—all district certified staff will vote by secret ballot
- One person/One vote
- All certified employees are given the opportunity to vote
- Panel members may seek training through the district contact person.

An alternate will serve on the DEAP under the following circumstances:

1. A member of the DEAP wishes to make an appeal
2. Illness or circumstances beyond a member's control prevents attendance.
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

## **Appeals Procedure**

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation training is provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within ten (10) working days after receiving a summative evaluation. The DEAP will have no jurisdiction unless an appeal is filed with DEAP. The appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not

requested by the certified personnel, the DEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

3. Upon receipt of an appeal from certified personnel, the Superintendent shall notify the DEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the DEAP within ten (10) working days of receipt by the Superintendent. At the time the DEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the DEAP shall do the following:
  - If a hearing is requested, the DEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
  - The DEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
  - If a hearing is requested, the DEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
  - The DEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
  - If a hearing is requested, the DEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the DEAP Chairperson no later than seven (7) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

## **Hearing**

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:

- Reading of the written appeal by the DEAP Chairperson.
  - Questioning of the evaluatee and/or evaluator by the panel.
  - Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
  - Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
  - Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
  - Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the DEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the DEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
  5. At any time, either the appellant or the evaluator may concede in writing to the DEAP Chairperson, and the DEAP process will be terminated.
  6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the DEAP 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 DEAP may decide to:
    - Rule in favor of the appellant, either in whole or in part;
    - Uphold the evaluation; or
    - Call for a second evaluation by a trained evaluator.
  7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
  8. The decision of the DEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the DEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.
  9. The Appeal 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.

### **Appeal Without A Hearing**

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the DEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the DEAP Chairperson, and the DEAP process will be terminated.

3. Based on the issues identified in the certified personnel's appeal documentation the DEAP 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 DEAP may decide to:
  - Rule in favor of the appellant, either in whole or in part;
  - Uphold the evaluation; or
  - Call for a second evaluation by a trained evaluator.
4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
5. The decision of the DEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the DEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal 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.

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

According to 156.557 Section 12,

Section 12. (1) A certified employee who feels that the local district is not properly implementing the district certified evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel related to the district's alleged failure to implement an evaluation plan as approved by the department. The State Evaluation Appeals Panel (SEAP) shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the SEAP's review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, certified personnel may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. If a certified school personnel does not appeal within the time frame listed, the request shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of district noncompliance with the district evaluation plan or absence of a district local evaluation plan shall render the evaluation void.

### Allen County Schools District CEP Timeline

Month	Date	Requirement			
30 Calendar days of reporting for employment		CEP reviewed and explained;			
October	15	Teachers Self-reflection and Professional Growth Planning due			
October	30	Administrator's Self-reflection and Professional Growth Planning due			
April	15	All teacher observations (mini and full) are due			
June	15	Administrator's summative reviews are due			
May	1	All teacher summative evaluations are due			
End of the school year		Teachers revisit Self-reflection and Professional Growth Plans			
**Deadlines will change for personnel hired after the start of school---see CEP.					



