



Covington Independent Public Schools

Certified Evaluation Plan

25 East 7th Street

Covington, Kentucky 41011

Mr. Alvin Garrison, Superintendent

Certified Evaluation Committee

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Table of Contents

Introduction and Assurances	1
• Certified Evaluation Committee Members	1
• Certified School Evaluation Plan Assurances....	4
Roles and Definitions	5
• Key terms (Appeals, Artifact, Evaluator, etc.)	5-8
Certified Teacher and Other Professionals Evaluation Schedules.....	9
• CIPS Evaluation Schedule: Certified Teachers/Other Professionals....	9
Orientation Procedures.....	10
Certified Teacher and Specialist Evaluation.....	11
• The Kentucky Framework for Teaching....	11
• Specialist Frameworks for Other Professionals....	11
Professional Practice.....	12
• Professional Growth Planning and Self-Reflection.....	12
• Observation Process and Models....	14
• Performance Continuum Definitions.....	16
• Observation Conferencing (Pre and Post)	16
Observation Calibration.....	17
• Rating Professional Practice....	17
• Decision Rules for Rating Professional Practice....	17
• Products of Practice / Other Sources of Evidence.....	18
• Determining the Overall Performance Category....	19
• Professional Growth Plan and Summative Cycle for Tenured Teachers....	20
Evaluator Requirements.....	21
• Observer Certification and Training....	21
Principal & Assistant Principal and Other Certified Personnel Evaluation	22
• Roles and Definitions.....	22
• Professional Standards for Educational Leaders....	22
• CIPS Evaluation Schedule: Educational Leaders...	24
• Professional Growth Planning and Self-Reflection....	25
• Site-Visits and Observations.....	25-26
• Site-Observation Conferencing....	26

- Working Conditions Goal (IMPACT Kentucky Survey) 26
- Annual Student Growth Goals.... 27

Determining the Overall Performance Category or Summative Rating.....27

- Rating Professional Practice....27
- Rating Overall Professional Practice...28
- Criteria for Determining an Overall Performance Rating....29
- Determining the Professional Growth Plan and Cycle....29

Responsibilities for Evaluations.....30

Corrective Action Plan.....31

Confidentiality of Records.....31

- Accessibility....31

Appeals/Hearing Process.....32

- Evaluation Appeals Panel Members and Alternates.... 32
- Appeals....33
- Hearings....34

CERTIFIED SCHOOL EVALUATION PLAN ASSURANCES

The Covington Independent Public School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

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

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

All certified school personnel who have attained continuing service status shall receive a summative evaluation once every five (5) years. (KRS 156.557)

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

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

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

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law. The local board of education shall review, as needed, the district’s certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

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

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Roles and Definitions

1. **Appeals:** A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Artifact:** a product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal / Educational leader:** certified school personnel who devotes most employed time in the role of assistant principal for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR Chapter 3.
4. **Certified Administrator:** a certified school personnel, other than principal or assistant principal who devotes most employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 1 KAR Chapter 3.
5. **Certified Evaluation Plan:** means the procedures and forms for evaluation of certified personnel below the level of superintendent developed by and evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
6. **Certified School Personnel:** a certified employee, below the level of Superintendent, who devotes most of the employed time in a position in a district for which certification is required by EPSB.
7. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing results or 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 goal.
8. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
9. **Evaluatee:** the certified school personnel who are being evaluated
10. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
11. **Evaluator Certification:** means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
12. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
13. **Formative Evaluation:** is defined by KRS 156.557(1)(a)
14. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.

15. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as “Ineffective.”
16. **Job Category:** A group or class of certified school personnel positions with closely related job functions.
17. **Kentucky Framework for Personnel Evaluation** means the statewide framework a school district uses to develop a local certified personnel evaluation system.
18. **Local Formative Growth Measures:** is defined by CEP and District.
19. **Mini Observation:** an observation that is conducted during a partial class period.
20. **Non-Tenured Teacher:** a teacher on a “limited contract.” A “limited contract” shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.
21. **Observation:** a data collection process conducted by a certified observer for the purpose of evaluation and may include notes and professional judgments made during one (1) or more classroom or worksite visits of any duration, may include examination of artifacts, and may be conducted in person or through video.
22. **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals.
23. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
24. **Performance Rating:** the summative description of a teacher, other professional, principal, or assistant principal evaluatee’s performance,
25. **Post-Conference:** A meeting between the evaluator and the certified personnel employee (evaluatee) to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee’s accomplishments and areas for growth, and leading to the establishment of a professional growth plan.
26. **Pre-Conference:** A meeting between the evaluator and the certified personnel (evaluatee) to discuss the upcoming scheduled observation.
27. **Preschool Teacher:** a certified school personnel who holds a certificate required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications required by 704 KAR 3:410, Section 7.
28. **Principal / Educational Leader:** a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
29. **Principal / Educational Leader Student Growth Criteria:** based on school need Interim Assessment data sources can include but not be limited to: Interim assessment data; common imbedded assessment data, overall previous year’s state assessment scores, working conditions, gap reduction, growth.
30. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise and other characteristics.
31. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.

32. **Professional Growth Plan:** an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and Section 15(1), (2), (3), and (4) of this administrative regulation and includes:
- a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator;
 - b) Objectives or targets aligned to the goals;
 - c) An action plan for achieving the objectives or targets and a plan for monitoring progress;
 - d) A method for evaluating success; and
 - e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
33. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
34. **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.
35. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
36. **SMART Goal Criteria:** acronym/criteria for developing Principal student growth goals (Smart, Measurable, Attainable, Realistic, Time-bound)
37. **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and in Sections 7, 10, and 13 [8 and 10] of this administrative regulation.
38. **Student Growth Goal:** Is defined by KRS 156.557(1)(c)
39. **Summative Evaluation:** is defined by KRS 156.557(1)(d).
40. **Surveys:** Tools used to provide information to principals about perception of job performance.
41. **Teacher: certified** school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
42. **IMPACT 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.
43. **Tenured Teacher:** A teacher who is on a "continuing contract," shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.

44. **Working Conditions Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department approved working conditions survey.

CIPS Evaluation Schedule: Certified Teachers/Other Professionals

<p>Certified Evaluation Orientation</p>	<p style="text-align: center;">Must occur within the first thirty (30) calendar days of each school year</p>
<p>Self-Reflection</p> <p>Professional Growth Plan</p>	<ul style="list-style-type: none"> • All teachers reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. • On or before September 30th: All teachers complete the self-reflection process and professional growth goal in the state/district approved platform.
<p>First Observation Window</p> <ul style="list-style-type: none"> • Concludes November 30th 	<p>Begins the day after the evaluation process has been explained to certified personnel and concludes November 30th of each year.</p> <ul style="list-style-type: none"> • Non-Tenured Teacher: Full Observation must occur in the first window set by the district. • Tenured Teacher: Full Observation can occur in the first or second window set by the district.
<p>Second Observation Window</p> <ul style="list-style-type: none"> • Concludes March 30th 	<p>Begins December 1st and concludes March 30</p> <ul style="list-style-type: none"> • Non-Tenured Teacher: Mini Observation must occur in the second window as set by the district. • Tenured Teacher: Full Observation can occur in the first or second window set by the district.
<p>Non-Tenured Summative Evaluation Completed</p>	<p>On or before April 30th</p>
<p>Non-Tenured Summative Evaluations to District Contact Person</p>	<p>On or before May 15th</p>

Tenured Summative Evaluation Completed (every 5 years)	On or before May 15th
Tenured Summative Evaluations to District Contact Person	On or before June 1st
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Self-Reflection Professional Growth Plan Review	Completed by the summative conference Teachers not on a summative year will meet with primary evaluator by May 15th
Corrective Action Plan	As Needed Throughout the Process

- Final Summative Ratings shall be entered into the State Technology Platform by June 15th
- Non-Tenured Teachers shall receive two observations annually, a full observation in the first window and a mini observation in the second window.
- For review or to become familiar with, all evaluation forms used for each Certified Staff and Classified Staff can be located in the District's evaluation technology platform.

Orientation

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the first 30 calendar days of each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

Certified Teacher and Specialists for Other Professionals Evaluation

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

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Framework for Teaching is designed to support student achievement through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as 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 domains of the framework. Frameworks for Specialists for Other Professionals are designed for the unique professional responsibilities of these specialists. The domains for these specialists include Planning and Preparation, Environment, Delivery of Service, and Professional Responsibilities. Specialists include Library Media Specialists, Speech and Language, Guidance Counselor, Instructional and Behavioral Coaches, and School Psychologists.

The four domains are:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist-Other Professionals

Planning and Preparation
Environment
Delivery of Service
Professional Responsibilities

Performance Levels:

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

Required Sources of Evidence

- Professional Growth Planning
- Self-Reflection
- Observation
- All components and sources of evidence related to supporting an educator's professional practice will be completed and recorded in the state/district approved platform.

Professional Practice

Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her

administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps. All teachers will participate in self-reflection and professional growth planning each year.

All teachers will document self-reflection in the state/district approved platform on or before September 30th. Building Principals will review teacher self-reflections during the professional growth plan process.

All certified staff hired after the first day of school will have 30 calendar days from their start date to complete their professional growth plan and self-reflection. Professional growth plans shall be completed in the state/district approved platform on or before September 30th of each school year and approved annually by the primary evaluator. Professional growth plans shall be aligned with the school/district improvement plans.

The summative self-reflection and final review of the professional growth plan will be completed at a teacher's summative conference or by May 15th if the teachers are not in their summative year.

Recommendations for completing self-reflections:

New Teachers:

Only complete self-reflections in the domain(s) and indicator(s) that may become a focus for your Professional Growth Plan (PGP). It is highly recommended that no more than "3" indicators for growth and reflection be identified. At least one indicator from domain 3 (Instruction) must be included in your reflection process. Teachers should refer to their self-reflections: collaborating with their building administrator during the development of their Professional Growth Plan (PGP). Building administrators shall review and discuss teacher reflections during the PGP process.

Experienced Teachers (one or more complete years of teaching):

It is recommended that you only complete self-reflection in the domains(s) and indicator(s) related to your new, revised, or continued PGP from the previous year. Discussion of your

reflections should occur during the PGP process with your building administrator. Building administrators shall review teacher reflections during the PGP process.

All Teachers:

All teachers should regularly reflect on the progress and impact of their (PGP on their teaching and professional practice.)

Observation Process

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor for each certified teacher. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The supervisor observation will be used to calculate a summative rating. The rationale for each observation is to encourage continued professional learning in teaching and learning through critical reflection.

In the case of Other Professionals, observations may look more like a workplace visit to meet the confidentiality needs of their work. All observations will include a post-observation conference where Other Professionals and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks. The power of observation lies in its ability to provide feedback and analytical reflection necessary for Other Professionals to make intentional changes to their professional practices.

Observation Model

Tenured	Non-Tenured
Within a five- year period, five observations by the administrator. In the summative year the administrator must conduct a full summative evaluation. Observation (both formative and summative) can occur in ANY window.	Annually, the administrator must conduct a total of two observations, one being a full observation during the first observation window. A mini observation must be conducted in the second window.

- If a non-tenured teacher or other professional misses sixty or more consecutive school days within a single school year, a minimum of one full observation will be completed.

- If a tenured teacher or other professional misses sixty or more consecutive school days within a single school year, the observation requirements will remain the same as for any other tenured teacher.
- The administrator's full observation of a non-tenured teacher shall occur within the first observation window.

The administrator's full observation of a tenured teacher can occur within the first or second observation window.

If requested by the teacher, observations by another administrator who has been trained in the state-approved certification program will be provided. The selection of the third-party observer will, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than March 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

The immediate supervisor may elect to evaluate a certified staff member more frequently even though he/she may have continuing contract status.

All evaluations will be completed on board-approved forms, and in district or state approved technology platform where appropriate and will become part of the official personnel file of the employee.

The evaluatee will be given the opportunity to respond to the evaluation in writing. Any such documentation shall be included in the official personnel record.

Each evaluatee will be provided with a written copy or sent through technology platform-his/her evaluation for his/her personal records.

All monitoring or observation of performance of a certified school employee shall be conducted openly. The employee will be informed of data collected through observation or other techniques.

PERFORMANCE CONTINUUM DEFINITIONS¹

RATING	DEFINITION	DESCRIPTION	PERFORMANCE CHARACTERISTICS
EXEMPLARY	This rating reflects behavior that consistently exceeds expectations for good performance under this standard.	The professional performs at a level that consistently models initiatives, raises performance through expanding knowledge, and improves individual and/or school effectiveness in a manner that is consistent with the school and district's mission and goals.	<ul style="list-style-type: none"> Exceeds the requirements contained in the standards as expressed in the evaluation criteria Consistently seeks opportunities to learn and apply new skills
ACCOMPLISHED	This rating reflects behavior that consistently meets expectations for good performance under this standard.	The professional performs in a manner that demonstrates competence and expertise in meeting the standard in a manner that is consistent with the school and district's mission and goals.	<ul style="list-style-type: none"> Meets the requirements contained in the job description as expressed in the evaluation criteria Demonstrates willingness to learn and apply new skills Exhibits behaviors that have a positive impact on learners and the school climate
DEVELOPING	This rating reflects behavior that meets expectations for good performance under this standard most of the time, but occasionally does not meet standard expectations.	The professional occasionally performs below the established standard or in a manner that is inconsistent with the school and district's mission and goals.	<ul style="list-style-type: none"> Requires support in meeting the standards Results in less than quality work performance Leads to areas for professional improvement being jointly identified and planned between the professional and assessor
INEFFECTIVE	This rating reflects behavior that consistently does not meet expectations for good performance under this standard.	The professional consistently performs below the established standard or in a manner that is inconsistent with the school and district's mission and goals.	<ul style="list-style-type: none"> Fails to meet the requirements contained in the standards as expressed in the evaluation criteria May result in a corrective action plan and/or the employee not being recommended for continued employment

Observation Conferencing

- Pre-conferences shall occur no later than the school day prior to the scheduled observation.

- Pre-conferences may be conducted electronically or in-person at the discretion of the evaluator for all observations.
- Post-observation conferences for full observations will be conducted in a face-to-face setting within five (5) working days after the observation has been completed. Post observation conferences for “mini” observations may be done electronically. The summative evaluation conference shall be held at the end of the summative evaluation cycle and must be face-to-face.

Observation Calibration

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors 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 Domain at the culmination of an educator’s cycle. A summative rating for each measure will be recorded in the DISTRICT-APPROVED TECHNOLOGY PLATFORM.

Decision Rules for Rating Professional Practice

Using evidence from observations, self-reflections, and professional growth plans as they relate to the teacher standards, the evaluator shall rate the four performance measures: planning, environment, instruction, and professionalism as ineffective, developing, accomplished, or exemplary using the following decision rules to determine the overall summative rating.

If....	Then....
Two measures are rated Developing , and Two measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two measures are rated Developing , and two measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two measures are rated Accomplished , and two measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more measures are rated Developing	The Overall Summative Rating shall be Developing
Two measures are rating Developing , One measure is rated Accomplished , and One measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished
<i>Evaluators will use professional judgement, in addition to the final evidence, to make final rating determination.</i>	

Products of Practice/Other Sources of Evidence

Teachers 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.

Other sources of evidence that can be used to support educator practice:

- 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 Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics and decision rules that establish a common understanding of performance thresholds to which all educators are held.

An educator's Overall Performance Category is determined by the following steps:

Performance rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Frameworks for Personnel Evaluation, Educational Leader Standards and District Administration Standards for all certified personnel below the level of superintendent.

Requirements:

The process for assignment of a rating for each performance measure: *Planning, Environment, Instruction, Professionalism*

Evaluators use evidence in combination with professional judgment to inform the evaluatee's rating for each performance measure as:

“Exemplary”: consistently exceed expectations for effective performance

“Accomplished”: consistently meets expectations for effective performance

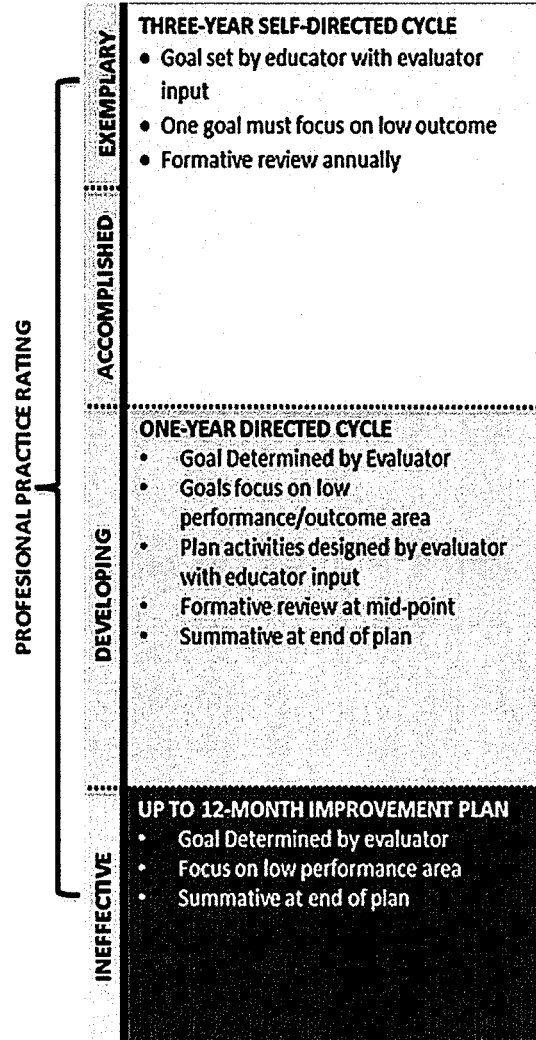
“Developing”: inconsistently meets expectations for effective performance

“Ineffective” consistently fails to meet expectations for effective performance

Professional Growth Plan and Summative Cycle for Tenured Teachers

Based on the overall Professional Practice rating, the type of Professional Growth Plan and the duration of the summative cycle is determined using the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS. In calculating TENURED teachers' 5th year cycle SUMMATIVE rating, evaluators will use decision rules for determining professional practice, sources of evidence and measures from the summative year, along with professional judgment to determine final ratings.

Professional Growth Plan and Cycle for Tenured Teachers and Other Professionals



Observer Certification and Training

Evaluators shall...

Be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school personnel by attending the Initial Certified Evaluation Training provided by KDE or a state approved provider by October 1st of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors from the district pool will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions regarding the PGP. Supervisors hired after the first day of school will complete the certification procedure within 45 calendar days of their first day of employment. If a supervisor is unable to perform observation duties as determined by the superintendent or his/her designee, certified supervisors from the district pool will substitute in observing teachers for the supervisor until he/she resumes his/her duties. Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation. Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.

Receive personnel evaluation system training - a minimum of six (6) hours annually of EILA approved training. The training must focus on one or more of the following:

- Effective observation and conferencing techniques when using observation to evaluate personnel
- Providing clear and timely feedback
- Establishing and assisting with a professional growth plan
- Summative decision rules
- Ensuring consistent and reliable ratings
- Meet CEP requirements prior to conducting a formative or summative evaluation
- Receive support and resources necessary to ensure consistent and reliable ratings (calibration) using district provided/department approved vendors/resources to evaluators conducting observations

Principal & Assistant Principal and Other District Certified Personnel Evaluation

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

Roles and Definitions

Administrator: An administrator who devotes the majority of employed time to the role of Principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

Evaluator: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.

Evaluated: District/School personnel that is being evaluated.

Other District Certified Personnel: These include District Office Administrators, District Supervisory Personnel, Directors, and Coordinators.

Professional Growth Plan: An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.

Self-Reflection: means 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.

Impact KY Working Conditions Survey: A working conditions survey of all school staff conducted every year to provide feedback on specific aspects of the school's work environment.

Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being.

<p>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.</p>
<p>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.</p>
<p>3. Equity and Culture Responsiveness Effective educational leaders strive for quality educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p>
<p>4. Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent curriculum systems, instruction, and assessment to promote each student’s academic success and well-being.</p>
<p>5. Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes academic success and well-being of each student.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>9. Operations and Management Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p>
<p>10. School Improvement Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p>

Evidence supporting an Educational Leader’s professional practice will be situated within one or more of the 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that 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 Educational Leaders 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 Educational Leader performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

CIPS Evaluation Schedule: Educational Leaders

Educational Leaders Evaluation Activity	Timeline
Explanation and Review of Certified Evaluation Process with Administrators	Must occur within the first thirty (30) calendar days of employment
Self-Reflection Professional Growth Plan	Educational Leaders will reflect on his/her data from IMPACT survey, achievement data, non-academic measures, superintendent or designee feedback, etc. prior to completion of PGP. On or before September 30th: All educational leaders (P/AP) complete the self-reflection process and professional growth goal in district/state-approved technology plan
Student Growth Goals/ IMPACT Working Conditions Goal	On or before November 30th: All Educational Leaders (P), in collaboration with the Superintendent/designee, shall create one working conditions goal, and create an annual student growth goal Educational Leaders (AP) will inherit the goals of the principal
First Site Visit/ AP/Educational Leader Observation Mid-Year Review of Goals	October 1 – January 30 Superintendent/designee and school educational leader will meet to review progress on both the Annual Student Growth Goal and the previous year’s state assessment results, as well as the Professional Growth Goal to provide systematic feedback.
Second Site Visit/ AP/Educational Leader Observation (if needed) End of Year Review of Goals	February 1-April 30 School educational leader will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on SGG and PGP progress will be discussed.

IMPACT Kentucky Survey	<ul style="list-style-type: none"> • IMPACT- administered during the required KDE window • Interim – IMPACT Surveys
Summative Evaluation Completed	<ul style="list-style-type: none"> • On or before June 15
Corrective Action Plan	<ul style="list-style-type: none"> • As needed throughout the process

❖ Final Summative Ratings shall be entered into approved platform on / or before June 15th

Professional Growth Planning and Self-Reflection – completed by school educational leaders (P & AP) - Required annually

The Professional Growth Plan will address realistic, focused, and measurable professional goals. 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 principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. PGP and self-reflections will be completed by September 30th and reviewed for approval by the superintendent. The superintendent or his designee will monitor through site visits beginning in October each year.

Late hires will complete the self-reflection and PGP process within 30 calendar days of their hire date.

Site-Visits – Completed by Supervisor of School Educational Leader

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

- Site-Visits are to be conducted at the minimum twice a year for principals by the Superintendent/designee (see chart for timeline).
- All school educational leaders will be evaluated every year.

- Superintendent/designee will complete the site visit summary template on approved district form.

Observations of (AP) Educational Leaders – Completed by Supervisor of (AP) Educational Leader

Observations are a method by which the school educational leader may gain insight into the (AP) educational leader's practice in relation to the standards. During observation, the (P) Educational Leader will discuss various aspects of the job with the (AP) Educational Leader.

- Observations are to be conducted at least once each year by the School Educational Leader (P) but may be conducted twice if needed (see chart for timeline).
- All (AP) educational leaders will be evaluated every year on approved district forms.

Site-Observation Conferencing

A Mid-Year Review will take place after the first site visit/observation to discuss performance in relation to the standards and to review progress on the student growth plan and the professional growth plan. The Mid-Year Review is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to January 30th.

An End-of-Year Review will take place after the second site visit/observation (if needed) to discuss performance in relation to the standards and to discuss progress made towards the student growth goal and the professional growth goal. The End-of-Year Review is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to April 30th. The end of year review may serve as the summative evaluation conference for all school educational leaders (P & AP).

Late hires will receive two site visits with an adjusted timeline of the first visit being sixty days after hire date. The second visit will occur in the month of May.

Working Conditions Goal (Goal inherited by (AP) educational leader)

School Leaders (P) are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent IMPACT Kentucky Survey. The educational leader's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- The working conditions' goal is developed following the completion of the IMPACT Kentucky Survey.
- Each school educational leader is required to create one 2-year goal.
- The school educational leader (P), in collaboration with the Superintendent or designee, will establish a working conditions goal rubric to measure the outcome of the working conditions growth goal. The school educational leaders will provide on-going evidence to the superintendent / designee providing specific strategies that address the working conditions' goal. This will be documented on district forms.

Annual Student Growth Goal as an Additional Source of Evidence (Goal inherited by AP/Instructional Leader)

The Annual Student Growth Goal should be based on school need.

- Each educational leader will set one (1) annual growth goal based on an identified need outlined in the Comprehensive School Improvement Plan, or a school need agreed upon with the superintendent.
- The annual student growth goal will be determined by the educational leader in collaboration with the superintendent/designee by looking at baseline data and discussing the proposed goal.
- The goal is to be customized for the school year with the intent of helping improve student achievement and reaching the long-term goals through on-going improvement.
- The goal is to be written as a SMART goal and include a growth target showing a specified increase in proficiency. If an achievement gap exists, consider growth goals to address achievement gaps. Other proficiency goals can come directly from the School Report Card.
- Local Interim Assessment Data can be used to develop annual student growth goals.

Determining the Overall Performance Category or Summative Rating

Superintendent/designee is responsible for determining an Overall Performance Category or Summative Rating for each principal at the conclusion of their summative evaluation year. The Overall Performance Category or Summative Rating is informed by the principal's ratings on the four performance measures.

Rating Professional Practice

The Professional Standards for Educational Leaders stands as the critical rubric for providing educational leaders and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a

balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize and analyze evidence for each individual principal based on these performance standards as they relate to the four performance measures.

Educational Leaders (Supervisors and Principals) 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 standard. All ratings will be recorded in DISTRICT-APPROVED TECHNOLOGY PLATFORM on or before June 15th.

Educational Leaders may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the educational leader's practice within the standards. Examples include:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- District or School Walk-through documentation and /or Any action plan developed and followed throughout the year with District feedback on progress
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules

Rating Overall Professional Practice

- Record ratings on the district approved forms.
- Overall professional practice ratings will be assigned by April 30 of each school year.

Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Rating:

CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE RATING

IF...	THEN OVERALL PERFORMANCE RATING SHALL BE...
Principal, Assistant Principal or Other District Certified Personnel is rated Exemplary in at least SEVEN of the standards and no standard is rated Developing or Ineffective	Exemplary
Principal, Assistant Principal or Other District Certified Personnel is rated Accomplished in at least FIVE standards and no standard is rated Ineffective	Accomplished
Principal, Assistant Principal or Other District Certified Personnel is rated Developing in at least FOUR standards	Developing
Principal, Assistant Principal or Other District Certified Personnel is rated Ineffective in ONE or more standards	Ineffective

Determining the Professional Growth Plan and Cycle

Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the Principal or Other District Certified Personnel using the following chart:

**PROFESSIONAL GROWTH PLAN AND CYCLE FOR
PRINCIPALS, ASSISTANT PRINCIPALS, and OTHER DISTRICT CERTIFIED PERSONNEL**

PROFESSIONAL PRACTICE	ACCOMPLISHED/EXEMPLARY	Shall have a minimum of a Professional Growth Plan <u>Developed by the Evaluatee</u>
DEVELOPING	DEVELOPING	Shall have a minimum of a Professional Growth Plan Developed by the <u>Evaluatee in collaboration with the Evaluator</u>
INEFFECTIVE	INEFFECTIVE	Shall have a minimum of a <u>Personal Improvement Plan developed by the Evaluatee and Evaluator</u>

Responsibilities for Evaluation

1. The Covington Independent Public Schools Board of Education will evaluate the

superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.

2. The superintendent or his/her designee will evaluate principals and central office personnel.
3. The director of special education will evaluate district level special education staff, occupational and physical therapists.
4. Principals will evaluate assistant principals, guidance counselors, speech pathologists, school psychologists, behavior and instructional coaches, librarians, and teachers. (Principals can evaluate staff in collaboration with district level directors as needed)
5. The Assistant Superintendent for Learning Support Services will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System and other professionals utilizing the old evaluation system.

Corrective Action Plan

A plan developed for a staff member in collaboration with their supervisor for changes in performance and or behavior either during the summative conference or when an immediate change in behavior by the certified staff member is needed.

It is important to note that the Corrective Action Plan may be initiated by the evaluator or supervisor at any point when a change in behavior is required, even if the certified staff member is not currently in the evaluation cycle.

A Corrective Action Plan must be developed whenever the evaluatee receives an “Ineffective” on the Summative Evaluation. All Corrective Action Plans become a part of the employee’s personnel records.

Confidentiality of Records

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.

Accessibility

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel
2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent and other District level administrative staff members, as designated by the Superintendent
3. The Board, if the majority of Board members vote to request such access. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent
4. Records may be subpoenaed in cases where litigation occurs

Appeals/Hearings Process

Evaluation Appeals Panel

An Evaluation Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345.

Panel Members and Alternates

Under procedures developed by the evaluation committee, a three (3) member panel shall be established to hear certified staff appeals from summative evaluations as required by law.

The duties of the evaluation's appeals panel shall be limited to reviewing the summative evaluation of any certified employee who receives an "Ineffective" on a majority of the performance standards.

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. All regular panel members and alternates shall be certified employees of the District at the time of appointment or election and during their term of office.

Panel members and their alternates shall serve without compensation. The terms of panel members and their alternates shall be for three (3) years and run from July 1 to June 30. Members may be reappointed or re-elected. The chairperson of the panel shall be elected by the three (3) panel members at the first meeting of the panel. Should it become necessary for the chairperson to be represented by an alternate, the three (3) panel members shall elect a temporary chairperson to serve until the regular chairperson is eligible to resume that role.

Alternates shall serve when:

1. A panel member is ill
2. A panel member is appealing to the panel
3. A member of the panel member's immediate family (defined as father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent and corresponding in-laws) is appealing to the panel
4. A panel member was the evaluator of the appellant.

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 within five (5) working days of receipt of the summative evaluation. Appeals submitted after the 5-day deadline shall be considered untimely and shall not be reviewed.

Appeals shall be conducted 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. Both parties shall be provided an opportunity to review all documentation five (5) days prior to the hearing. 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 shall not be carried away from the established meeting by either parties involved or the panel members.
2. Arrangements shall be made for the panel to meet to review pertinent documents after the regular school day. The panel shall be permitted to use school facilities and equipment needed to implement its duties.
3. 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.
4. 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.
5. A chosen representative may be present during the hearing to represent either or both parties.
6. For official records, the hearing will be audiotaped and a copy provided to both parties if requested in writing.
7. Only panel members, the evaluatee and evaluator, and a chosen representative will be present at the hearing.
8. 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, followed by the evaluator.
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
5. Each party (evaluator and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the panel will make closing remarks.
7. 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
 - d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.
8. The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator and the Superintendent within ten (10) working days from the date an appeal is received. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
9. The Superintendent shall act on the recommendation(s) of the panel. If the Superintendent was the evaluator and the recommendation of the Appeal's Panel was presented to the Board, the Board shall review the Panel's recommendation and render a final decision on the appeal.
10. The Superintendent or Board decision, as applicable, the Panel's recommendation 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.
11. The Panel's decision may be appealed to the Kentucky Department of Education.
12. Neither a panel member nor an alternate may hear an appeal filed by his/her immediate supervisor.

