

**Dawson Springs
Independent School District
Certified Evaluation Plan
For
Teachers & Other Professionals**



Professional Growth and Evaluation of Certified Personnel

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DAWSON SPRINGS INDEPENDENT SCHOOLS

**EVALUATION PLAN FOR TEACHERS AND OTHER
PROFESSIONALS**

Leonard Whalen, Superintendent

Dawson Springs Independent Schools
118 East Arcadia Avenue
Dawson Springs, KY 42408
(270) 797-3811

**EVALUATION PLAN DEVELOPMENT
COMMITTEE MEMBERS
AND THEIR POSITION TITLES**

CERTIFIED EVALUATION PLAN COMMITTEE MEMBERS:

Autumn Jarvis, Elementary Teacher
Katie Griffin, Jr./Sr. High School Teacher
Wayne Simpson, Jr./Sr. High School Teacher
Shelby Johnson, Elementary Teacher
Michael Davenport, Elementary Assistant Principal
Elizabeth Robinson, Jr/Sr. High School Principal
Jennifer Ward, Elementary School Principal
Micki Clark, Jr/Sr. High School Assistant Principal

Assurances

The Dawson Springs Independent Schools hereby assure the Commissioner of Education that:

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

Name:	Title:
Autumn Jarvis	Elementary Teacher
Katie Griffin	Jr. / Sr. High School Teacher
Wayne Simpson	Jr. / Sr. High School Teacher
Shelby Johnson	Elementary Teacher
Michael Davenport	Elementary Assistant Principal
Elizabeth Robinson	Jr./Sr. High School Principal
Jennifer Ward	Elementary School Principal
Micki Clark	Jr./Sr. High School Assistant Principal

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

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

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

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

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

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

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

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

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

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

District Certified Evaluation Plan
Definitions

1. **"Administrator"** means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Educational Professional Standards Board in 704 KAR Chapter 20.
2. **"Artifact"** is a product of a certified school personnel's work that demonstrates knowledge and skills.
3. **"Conference"** means a meeting involving the evaluator and the certified employee being evaluated for the purpose of providing feedback from the evaluator, analyzing the result of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.
4. **"Corrective Action Plan"** means a plan established to assist the employee when "does not meet" rating(s) appear on the Summative Evaluation or when the evaluator identifies specific area(s) that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment.
5. **"Corrective Action Team"** means a team established to assist the employee in meeting district standards. The formation of this team is the district's last attempt at salvaging the career of the employee.
6. **"Evaluation"** means:
 - a. The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including portfolio, peer review, product or performance and
 - b. The establishment and monitoring of a professional growth plan.
7. **"Evaluation" Formative evaluation** means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.
8. **"Full observation"** means a series of events which include a pre-observation conference, a classroom observation, and a post-observation conference within five working days of the observation. Full observations will take place openly and with the full knowledge of the evaluatee and at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary. Length of the observation will be no less than 30 minutes.
9. **"Indicators"** means measurable or observable behaviors and outcomes that demonstrate performance criteria.
10. **"Job category"** means a group or class of positions with closely related functions (e.g., principal, coordinator, director).
11. **"Kentucky Framework for Teaching"** is the document indicating the domain, components, and descriptors by which certified personnel will be evaluated.
12. **"Mini observation"** means an observation whereby the evaluator observes announced or unannounced and within five working days of the observation provide feedback to the employee. Mini observations will take place openly and with the full knowledge of the evaluatee and at any time the employee is in the performance of his/her duties. These observations may

be made as frequently as deemed necessary. Length of the observation will be no less than 10 minutes.

13. **"Observation"** means a process of gathering information in the performance of duty, based on pre-determined criteria in the district plan.
14. **"Other Professionals"** means certified school personnel, except for teachers, administrators, assistant principals, district certified, or principals.
15. **"Performance measure"** means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
16. **"Performance rating"** means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
17. **"Position"** means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction)
18. **"Primary Evaluator"** means the immediate supervisor of the employee.
19. **"Professional growth plan"** means an individual plan that includes:
 - a. Goals for enrichment and development that are established by the person being evaluated with the assistance of the evaluator,
 - b. Objectives, a plan for achieving the objectives, and a method for evaluating success,
 - c. Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan, and
 - d. Identification of school and district resources within available funds to accomplish the goals.
20. **"Site Visit/Workplace Visit"** means a visit to the evaluatee's workplace assignment by which a primary evaluator may gain insight into whether the evaluatee is meeting the performance standards.
21. **"Standards of performance"** means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.
22. **"Summative evaluation"** means the summary of, and conclusions from the evaluation data, including formative evaluation data that;
 - a. Occurs at the end of an evaluation cycle, and
 - b. Includes a conference between the evaluator and the evaluated certified employee, and an evaluation report.
23. **"Teacher"** means a certified staff person who directly instructs students.
24. **"Third Party Observer"** if requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. To request a third party observer, employee shall:
 - a. do so in writing to the evaluator
 - b. request no later than Feb. 15 of the academic year in which the summative evaluation occurs.
 - c. Third party observer must follow the same training guidelines as other trained observers.

If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Observer Initial Evaluation Training and Testing/Observer Calibration Training

All new administrators serving as evaluators of certified personnel are required to complete the KDE approved initial certified evaluation training and testing conducted by the Kentucky Association of School Administrators and The Center for Education Leadership before completing the summative process. After their initial year of the KDE approved evaluation training, evaluators must obtain a minimum of six hours annually of EILA-approved evaluation training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deep understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FFT) are applied in observation.

Only supervisors who have completed the district-determined observation training can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the district-determined observation training, the district will provide the following supports:

- A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who have been trained to evaluate, ensuring certified staff have access to trained observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
- Additional trainings will be provided by district personnel as needed.
- Any supervisors who are hired late will be required to complete the district-determined observation training. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Teachers and Other Professionals Evaluation Process

Includes, but not limited to:

Classroom Instructors, Special Education Instructors, Interventionists, Child Guidance Specialists, Guidance Counselors, Instructional Specialists/Coaches, Library Media Specialists, Social Workers, Speech Therapists, and Non-Administrative District Personnel

Evaluation Plan Vision:

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

For Additional Definitions and Roles, please see 704 KAR 3:370 Professional Growth and Effectiveness System

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the domains of:

Performance Measures: Framework for Teaching/Specialist Frameworks for Other Professionals

Planning

Environment

Instruction

Professionalism

When certified staff fall under multiple frameworks, the evaluator will determine evaluatee's framework within the first 30 days of employment. Best practice for determining the evaluatee's framework would include discussion with the evaluatee.

The frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodation for individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback and continuous improvement through individual goals that target professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each 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. Evaluators must use the following categories of evidence in determining overall ratings:

REQUIRED Sources of Evidence

- Self-Reflection
- Professional Growth Plan
- Observation(s)/worksite visit(s)

OPTIONAL Sources of Evidence (found on page 12 of this Certified Evaluation plan)

- Other Measures of Student Learning
- Products of Practice
- Other Sources

SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FTT)	Domain	Planning						Environment				Instruction				Professionalism							
	Component	1a - Knowledge of Content/Pedagogy	1b-Demonstrate Knowledge of Students	1c- Setting Instructional Outcomes	1d-Demonstrates Knowledge of Resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsiveness	4a-Reflecting on Teaching	4b-Maintaining Accurate Records	4c-Communicating with Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE to Inform	Evaluator Observation	Evidence Pre-Conference Daily Practice						Observation								Evidence Pre/Post Conference Daily Practice							
	Self-Reflection	Self-Reflection & Professional Growth Plan																					
	Professional Growth	Self-Reflection & Professional Growth Plan																					

TABLE 1: SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

Note: Other sources of evidence may be required by evaluators.

Sources of Evidence

Self-Reflection and Professional Growth Plan

All teachers and other professionals participate in Self-Reflection and the Professional Growth Plan each year. Self-reflection should occur prior to initial Professional Growth Plan development.

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 that will drive the focus of professional growth activities, support, and on-going reflection. Reflective practices and professional growth planning are continuous processes. The certified staff (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; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Certified Evaluation Implementation Timeline for Teachers and Other Professionals

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process shall be explained by the Evaluators
First 60 Days instructional days	Evaluatee reflects on his/her current growth needs and collaborates with the Evaluator to complete the initial self-reflection and to develop the PGP. Evaluator must approve these within the first 60 instructional days.
Fall Semester	Evaluator will do observations with pre/post conferences
Mid-Year Review (recommended) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.
Spring Semester	Evaluatee continues growth plan implementation and ongoing self-reflection. Evaluator completes observations with pre/post conferences.
By May 15 (non-tenured) / May 15 (tenured) / June 15 (Counselors)	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provides a copy to the evaluatee, who may include a written response.

Observation/Worksite Visit

The observation/worksite visit process is one source of evidence to determine effectiveness of professional practice. The supervisor observation/worksite visit will provide *documentation* and *feedback* to measure effectiveness. **Only the supervisor observation will be used to inform a summative rating.** The rationale for observation is to encourage continued professional growth through critical reflection.

Observation/Worksite Visit Model

Tenured Certified Staff (5 observations minimum in the 5 year cycle) All observations must be completed by April 30th			
Formative – Year 1			
Observation Type	Frequency	Observer	Timeline
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30th
Full Observation	Not required but can be administered	Administrator	After the evaluation training and prior to April 30th
Formative – Year 2			
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30th
Full Observation	Not required but can be administered	Administrator	After the evaluation training and prior to April 30th
Formative – Year 3			
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30th
Full Observation	Not required but can be administered	Administrator	After the evaluation training and prior to April 30th
Formative – Year 4			
Mini Observation (20-30 minutes)	Minimum of 1 time	Administrator	After the evaluation training and prior to April 30th
Full Observation	Not required but can be administered	Administrator	After the evaluation training and prior to April 30th
Summative – Year 5			
Full Observation (Class period or lesson)	Minimum of 1 time in the Summative year	Administrator	Prior to April 30th
Summative Evaluation	Minimum of 1 time in the Summative year	Administrator	Prior to May 15th

*** These are the minimum requirements for classroom observations. Administrators and designees can observe in the classroom when needed.**

Non-Tenured Certified Staff (2 observations minimum EACH year) All observations must be completed by-May 15			
Observation Type	Frequency	Observer	Timeline
Full Observation (class period or lesson)	Minimum of 2 per year	Administration	One must be conducted after the evaluation training and prior to winter break. The second one must be conducted between the first day of the second semester and May 15.
Summative Evaluation	Minimum of 1 time in the Summative year	Administrator	Prior to May 15

Timeline for Late Hires

Employees hired after the first instructional day during the first semester shall complete all components of the observation schedule. Employees hired during the second semester shall receive, at a minimum, one full observation. *****Instructional Calendar Changes (i.e. snow day)**- Timelines may need to be adjusted if the instructional calendar is changed.

Observation Conferences

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

1. Pre-observation conferences are encouraged, but not required and shall occur within five (5) instructional days of the observation. When conducting a pre-observation conference the conference must occur prior to the observation and may be conducted electronically, by phone, or in person.
2. Pre-observation conferences are required for full observations and shall be conducted electronically, by phone, or in person within five (5) instructional days of the observation. The timeline for pre-observation conferences shall be established by the teacher and observer and will occur prior to the observation.
3. Post-observation conferences are required for partial and full observations and shall occur within five (5) working days from the date of the observation. Post-observation conferences for full

observations shall occur in person. Post-observation conferences for partial observations by the supervisor and peer may be conducted electronically, by phone, or in person.

4. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Products of Practice/Other Sources of Evidence

Products of practice include Observations by the evaluator, Self-Reflection, Professional Growth Plan, and other sources of evidence. Teachers and Other Professionals shall provide evidence to support their professional practice.

Other sources of Evidence

- Walk-throughs/feedback
- Program review evidence
- Curriculum units
- Lesson plans
- Communication logs
- 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
- Letters/memos of performance both outstanding or needs improvement
- Action research
- Engagement in professional organizations
- Performance based measures with rubrics
- Formative and/or summative test data
- Student data records
- Student work
- Student formative course evaluations/feedback
- Student summative course evaluations/feedback
- Teacher feedback to students
- Trend data
- Community engagement
- Other sources of evidence agreed upon by the evaluatee & evaluator

Determining the Overall Rating for Summative Evaluation

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific Performance 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. Principals will analyze evidence for each individual educator based on these concrete descriptions of practice.

Principals 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 Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.

Performance Measures to Determine Ratings

Four performance measures along with other evidence and professional judgments are used for each component within the domains of the Framework to determine a performance measure.

The four performance measures are as follows:

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

Summative Evaluation

1. The summative evaluation conference and documentation shall be completed in the district platform by May 15th for the Non-Tenured process and by May 1st for the Tenured process.
2. Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional based upon a case-by-case analysis of the professional criteria set forth in KRS 156.557 but shall not be imposed as a uniform requirement across the system.
3. The observation results from mini and full observations for teachers and observations or site visits for other professionals. Other evidence in the cycle will be reviewed to assign an Overall Performance rating for: Planning, Environment, Instruction, and Professionalism. Then the *Criteria for Determining Overall Performance Measure for a Summative Rating* will be applied to determine the overall summative rating.
4. All evaluatees shall be provided a copy of the summative form through electronic access or a hard copy.
5. A hard copy shall be signed and dated by both the evaluator and evaluatee and submitted to the district for the evaluatee's personnel file.

Criteria for Determining the Performance Measure for the Summative Rating

TABLE 7: CRITERIA FOR DETERMINING THE PERFORMANCE MEASURE FOR THE SUMMATIVE RATING

If...	Then...
Environment AND Instruction are rated INEFFECTIVE	The Summative Rating shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	The Summative Rating shall be DEVELOPING OR INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	The Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING AND two are rated ACCOMPLISHED	The Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING AND two are rated EXEMPLARY	The Summative Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED AND two Domains are rated EXEMPLARY with one of those being Environment or Instruction	The Summative Rating shall be EXEMPLARY

** An Ineffective Rating indicates a Corrective Action Plan for professional growth is required

Principals’, Other Building-Level Administrators’, and District-Level Administrators” Evaluation Process

Evaluation Plan Vision – Principals, Other Building-Level Administrators, and District-Level Administrators

The vision for the Certified Evaluation Plan for Principals, Other Building-Level Administrators, and District-Level Administrators is to have every school and our district led by effective administrators. The goal is to create a fair and equitable system to measure administrator effectiveness and act as a catalyst for professional growth.

Performance Measures and the Professional Standards for Educational Leaders (PSEL)

Performance Measure

Planning
Environment
Instruction
Professionalism

Professional Standards for Educational Leaders

Mission, Vision & Core Values, Ethics and Professional Norms,
Equity & Cultural Responsiveness, Curriculum, Instruction &
Assessment, Community of Care & Support for Students,
Professional Capacity of School Personnel, Professional
Professional Community for Teachers and Staff, Meaningful
Engagement of Families & Community, Operations & Management,
School Improvement

Sources of Evidence Framework for Principals, Other Building-Level Administrators, and District-Level Administrators

Professional Standards for Educational Leaders		Performance Measure: Planning		Performance Measure: Environment		Performance Measure: Instruction	Performance Measure: Professionalism
		Mission, Vision & Core Values	Operations & Management School Improvement	Equity & Cultural Responsiveness	Professional Community for Teachers and Staff	Curriculum, Instruction & Assessment Community of Care & Support for Students Professional Capacity of school Personnel	Ethics & Professional Norms Meaningful Engagement of Families and Community
Sources of Evidence	Self-Reflection Kentucky Principal Standards	Human Resources Management Instructional Leadership School Culture	Instructional Leadership School Climate Human Resource Mgt. Organizational Mgt.	Instructional Leadership Professionalism Organizational Management Communication & Community Relations	Instructional Leadership School Culture Human Resources Management Organizational Management	Instructional Leadership School Culture Human Resources Management Organizational Management	Instructional Leadership Communication & Community Relations Organizational Management Professionalism
	Professional Growth	Professional Growth Plan					
	Site Visits /Conferences	Observation; District Identified Evidence (conferences)	Observation	District-Identified Evidence (conferences)			

Sources of Evidence

Self-Reflection and Professional Growth Plan

All principals, assistant principals and other building level administrators will participate in self-reflection and in developing a Professional Growth Plan each year. Self-reflection improves school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan will be developed within the first 90 work days and address realistic, focused, and measurable professional goals. The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need. 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.

Site-Visits for Principals (formal site visits are not required for Other Building-Level Administrators)

Site visits are a method by which the superintendent/designee may gain insight into the administrator's practice in relation to the standards. During a site visit, the superintendent or designee will discuss various aspects of the job with the administrator, and will use the administrator's responses to determine issues to explore further with the faculty and staff. The district template will be used during the site visit conferences and the recommended mid-year review to guide and document the reflections and any modifications to the plan.

Certified Evaluation Implementation Timeline for Principals, Other Building-Level, and District-Level Administrators:

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation criteria and process shall be explained by the Evaluator.
First 90 work days	Administrator Evaluatee reflects on his/her current growth needs and collaborates with the supervising Evaluator to complete the initial self-reflection and to develop the professional growth plan.
Fall semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit with a face-to-face conference. Professional growth plan progress and evidence toward Professional Standards For Educational Leaders will be reviewed.</p> <p><u>For Other Building-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Professional Standards for Educational Leaders will be reviewed to monitor progress and continued implementation.</p> <p><u>For District-Level Administrators</u>, the Evaluator must complete a minimum of one site visit EITHER in the Fall OR Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Professional Standards for Educational Leaders will be reviewed to monitor progress and continued implementation.</p>
Mid-Year Review (recommended) (November-January)	Evaluatee and Evaluator may review progress of Self-Reflection, PGP, and evidence collection and modify plans as appropriate. These recommended mid-year reviews may be completed either electronically or face-to-face.

Spring Semester	<p><u>For Principals</u>, the Evaluator must complete a minimum of one site visit. Evaluatee continues ongoing self-reflection.</p> <p><u>For Other Building-Level Administrators</u>, no formal worksite visit is required since the Evaluator works and collaborates with these administrators on a daily basis. However, the Evaluator must have a minimum of one face-to-face conference with their Other Building-Level Administrators. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Professional Standards for Educational Leaders will be reviewed to monitor progress and continued implementation.</p> <p><u>For District-Level Administrators</u>, the Evaluator must complete a minimum of one site visit EITHER in the Fall OR Spring with a face-to-face conference. Ongoing Self-Reflection, Professional Growth Plan and evidence toward the Professional Standards for Educational Leaders will be reviewed to monitor progress and continued implementation.</p>
By June 15	Evaluators and evaluatees complete the summative reflection, PGP, and evaluation implementation. Evaluators submit summative evaluation forms for the official personnel record and provide a copy to the evaluatee, who may include a written response.

***Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days)** - Administrators must have a minimum of one site visit. All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

****Instructional Calendar Changes (i.e. snow day)** - Timelines may need to be adjusted if the instructional calendar is changed.

REQUIRED Sources of evidence evaluators must use in determining summative ratings:

- Self-Reflection
- Professional Growth Plan
- Site-Visits and/or Conferences

Optional sources of evidence evaluators may use in determining summative ratings:

- Other Measures of Student Learning
- Products of Practice
- Surveys
- School Scorecard
- Other Sources

Other OPTIONAL Sources of Evidence

Principals, Other Building-Level Administrators, and District-Level Administrators may provide additional evidence to support assessment of their ratings in the four Performance Measures. This evidence should yield information related to the principal's, other building-level administrators, or district-level administrator's practice as it relates to the Kentucky Principal standards found within the four Performance Measures.

- Other sources of evidence may include
- Agenda and/or Minutes from:
 - SBDM Meetings
 - Faculty Meetings
 - Department/Grade Level Meetings
 - PLC Meetings
 - Leadership Team Meetings
 - Instructional Round/Walkthrough documentation

- Budgets
- EILA/Professional Learning Experience documentation
- Stakeholder Surveys (Parent/Community, Staff, Students)
- Professional Organization Membership
- Parent/Community Engagement Events Documentation
- School Schedules
- Other Information

Administrator Evaluation Plan Components – Overview and Summative Model

The following graphic outlines the summative rating model for Principals, Other Building-Level Administrators, and District-Level Administrators.

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 an administrator. 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 must be grounded in the common framework identified: The Professional Standards for Educational Leaders, which is aligned to the Kentucky Framework for Personnel Evaluation.

Professional Standards for Educational Leaders		Performance Measure: Planning		Performance Measure: Environment		Performance Measure: Instruction	Performance Measure: Professionalism
		Mission, Vision & Core Values	Operations & Management School Improvement	Equity & Cultural Responsiveness	Professional Community for Teachers and Staff	Curriculum, Instruction & Assessment Community of Care & Support for Students Professional Capacity of school Personnel	Ethics & Professional Norms Meaningful Engagement of Families and Community
Sources of Evidence	Self-Reflection	Human Resources Management	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership
	Kentucky Principal Standards	Instructional Leadership	School Climate	Professionalism	School Culture	School Culture	Communication & Community Relations
		School Culture	Human Resource Mgt.	Organizational Management	Human Resources Management	Human Resources Management	Organizational Management
			Organizational Mgt.	Communication & Community Relations	Organizational Management	Organizational Management	Professionalism
	Professional Growth	Professional Growth Plan					
Site Visits /Conferences	Observation; District Identified Evidence (conferences)	Observation	District-Identified Evidence (conferences)				

The Professional Standards for Educational Leaders

The Professional Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards of Mission, Vision & Core Values, Ethics & Professional Norms, Equity & Cultural Responsiveness, Curriculum, Instruction & Assessment, Community of Care & Support for Students, Professional Capacity of School Personnel, Professional Community for Teachers & Staff, Meaningful Engagement of Families & Community, Operations & Management, & School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a school administrator’s professional practice will be situated within one or more of the 10 standards. Performance will be rated for each Performance Measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is expected that most administrators will maintain an Accomplished rating but will occasionally have exemplary performance on the Performance

Measures at any given time. 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 school administrators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development

Determining the Summative Rating

Superintendent/designee is responsible for determining the Summative Rating for each principal, other building-level administrator, and district-level administrator at the conclusion of their summative evaluation year. The Summative Rating is determined by performance ratings given for each Performance Measure. The performance ratings are defined 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.

An administrator’s Summative Rating is determined by the evaluator based on the ratings on each of the four Performance Measures, using the sources of evidence for administrators and professional judgment. Evidence is to be documented in the district-approved electronic platform(s) and/or paper forms, which are maintained at the school/department level. The summative form will be submitted to the district for the official personnel file. Next, the evaluator will use the following decision rules for determining the Summative Rating:

** An Ineffective Rating indicates a Corrective Action Plan for Professional growth is required.

<i>Criteria for Determining Overall Performance Measure for a Summative Rating</i>	
IF	THEN
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u> .
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing</u> or <u>ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u> .
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u> .
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u> .	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction is rated <u>exemplary</u>

Corrective Action Plan (CAP)

A corrective action plan, with measurable goals that are tied to the performance measure of concern, may be written at any time during the school year, but shall be written if evaluatee receives an “Ineffective” on the Final Summative Form.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an “Ineffective” rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

- 1** Corrective Action Plan measurable goals and objectives
- 2** Procedures and activities designed to achieve Corrective Action Plan goals and objectives
- 3** Targeted dates for appraising the evaluatee’s improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to meet the measurable goals identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by May 15th.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

NOTE: It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 3 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district’s Grievance Procedure.

Corrective Action Plan Professional Growth Assistance/Intensive Assistance Appeals Process

The Professional Growth Plan for Assistance/Intensive Assistance Corrective Action will be implemented for all certified staff that may need such a plan for assistance and/or correction. The PGES and PPGES systems will be used for coaching and mentoring certified staff in conjunction with the current Professional Growth Plan for Assistance/Corrective Action. See the Professional Growth Plan for Assistance/Corrective Action located in the Appendix.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing

Appeals Process

Pursuant to KRS 156.557, any employee who disagrees with the formative or summative data obtained during the evaluation process has the right to respond in writing at any time. This response becomes a part of the official file for the employee's evaluation and is to be presented to the Director of Human Resources.

Any employee who feels that the summative evaluation by their primary evaluator was not an accurate assessment of their performance, either by substance or procedure may file an appeal with the District Appeals Panel. The evaluatee has five (5) working days from the date of the summative conference to file the request for appeal with the Evaluation Plan Contact.

Formative evaluation data or results may not be the subject of an appeal. Certified employees may appeal summative evaluation results in writing in accordance with Board Policy 03.18 by following the related Board procedures 03.18 AP 11, 12, 21, 22.

RESPONSIBILITIES for EVALUATION: All certified personnel

The Dawson Springs Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel.

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional growth and effectiveness coaches, guidance counselors, social workers, media specialists, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31	All certified employees non-renewed for cause
May 15	All non-tenured certified staff (school and district level)
May 15	All tenured certified staff (school and district level)
June 15	All administrative and counseling staff

Instructions for Completing the Individual Professional Growth Plan for *Assistance*

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one Standard or more from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or “does not meet” rating assigned.

2. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level.)

O = Orientation/Awareness
A = Preparation/Application
I = Implementation/Management
R = Refinement/Impact

3. Growth Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. Appraisal Method and Target Date

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

6. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) to the evaluatee

(Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing the Professional Growth Plan for Assistance.)

INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR Assistance

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
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DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES	TARGETED DATE	
Employee's Comments		
Supervisor's Comments		
<p>Implementation <i>*I understand that in the event this assistance growth plan is deemed unsuccessful by my primary evaluator an intensive assistance professional growth plan will be implemented with the help of an assistance team as explained in the district certified evaluation plan.</i></p> <p>Employee's Signature: _____ Date: _____</p> <p>Supervisor's Signature: _____ Date: _____</p>		

Reviews shall occur as often as needed

Review Employee Signature/Date:	Review Supervisor Signature/Date:		
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Review Employee Signature/Date:		Review Supervisor Signature/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Review Employee Signature/Date:		Review Supervisor Signature/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Instructions for Completing The Individual Professional Growth Plan for *Intensive Assistance*

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or “does not meet rating” on any one Standard or more from the Summative Evaluation or when an immediate change is required in practice or behavior. The assistance team and the evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Assistance Team

The evaluator conferences with the employee and indicates the desire to bring in an assistance team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Intensive Assistance Plan.

2. Development of Intensive Assistance Plan

- a. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
- b. *Select the stage of professional development* that best reflects the evaluatee’s level.
 - O** = Orientation/Awareness
 - A** = Preparation/Application
 - I** = Implementation/Management
 - R** = Refinement/Impact
- c. *Growth objectives and goals* must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).
- d. *Procedures and Activities* for Achieving Goal(s) and Objective(s)
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
- e. *Appraisal Method and Target Date*
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.
- f. *Documentation* of all reviews, corrective actions, and evaluator’s assistance must be completed in summary format with recommendations. (forms attached)

1. Evaluation of Progress

If in the judgment of the evaluator, the employee makes progress with the team’s assistance then the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard even with the help of an assistance team, then the evaluator must take the necessary steps toward the termination of said employee.)

The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an assistance team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.

INTENSIVE ASSISTANCE PLAN RECORD

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1 st Meeting of Assistance Team				
2 nd Meeting of Assistance Team				
3 rd Meeting of Assistance Team				
4 th Meeting of Assistance Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				
<p>SIGNATURES: Primary Evaluator: _____ Employee: _____ Assistance Team Members: _____</p> <p><small>* Intensive Assistance (Observation) Process will correspond with ISTEP format. Each team member will complete a pre-observation conference, formal observation and post-observation conference prior to the Intensive Assistance Team Meeting. Informal observation can occur without employee notice by any member of the Intensive Assistance Team throughout the process.</small></p>				

INTENSIVE ASSISTANCE TEAM LOG OF ACTIVITIES
INDIVIDUAL PROFESSIONAL GROWTH PLAN FOR *Intensive Assistance*

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
INTENSIVE TEAM MEMBER NAMES:			

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES		TARGETED DATE
Employee's Comments		
Supervisor's Comments		
Implementation: <i>I understand that in the event this intensive assistance growth plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Dawson Springs School District could be affected.</i>		
Employee's Signature: _____		Date: _____
Supervisor's Signature: _____		Date: _____

Reviews shall occur as often as necessary

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date :
Progress Notes:		
Check Status:	PGP Achieved	PGP Revised
		PGP Continued

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observation can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

LOCAL BOARD OF EDUCATION APPEALS PANEL HEARING PROCEDURES

**-CERTIFIED
03.18**

PERSONNEL-

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.¹

PURPOSES

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

NOTIFICATION

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

REVIEW

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

All evaluations shall be maintained in the employee's evaluation file.²

APPEAL PANEL

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

ELECTION

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

TERMS

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

CHAIRPERSON

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

-CERTIFIED PERSONNEL-**Appeals/Hearings****PURPOSE**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may, within five (5) working days of the summative evaluation conference, appeal to the Evaluation Appeals Panel in accordance with the following procedures:

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

(CONTINUED)

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

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

Review/Revised:8/6/07