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TO: Dr. Jesse Bacon
Dr. Adrienne Usher

FROM: Dr. Althea Hurt, Director of Human Resources

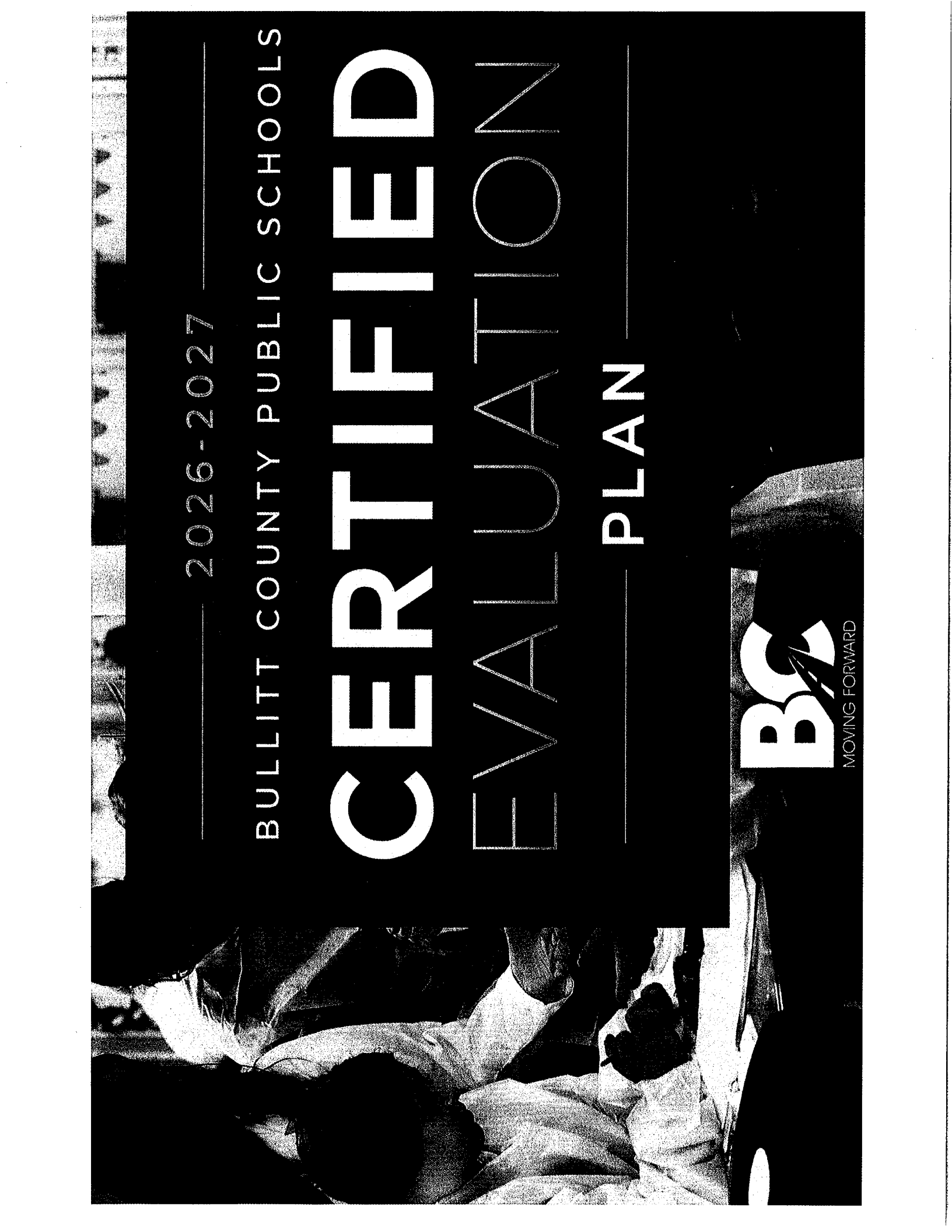
DATE: July 2, 2026

RE: **CONSENT Item for the JULY Board Meeting - Updated Certified Evaluation Plan (CEP)**

The BCPS 2026–2027 Certified Evaluation Plan is attached for your approval. There are no new state mandates for the upcoming school year; updates are limited to calendar dates. The CEP was sent to the 50/50 Committee for review, and Mr. Todd Davis, Director of the Educator Licensure and Quality Division, has confirmed that no additional state-level approval is required.

OUR MISSION IS TO INSPIRE AND EQUIP OUR STUDENTS TO SUCCEED IN LIFE

BULLITT COUNTY PUBLIC SCHOOLS IS AN EQUAL EDUCATION AND EMPLOYMENT INSTITUTION

A black and white photograph of a classroom scene. In the foreground, a student is seen from the back, looking towards a whiteboard. Other students are visible in the background, some looking at the board and others looking towards the camera. The image is grainy and has a high-contrast, artistic feel.

2026-2027

BULLITT COUNTY PUBLIC SCHOOLS

CERTIFIED EVALUATION PLAN



MOVING FORWARD

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Overview

All employees required to hold a valid certificate, issued by the Kentucky Department of Education, to perform their functions, are to be evaluated as follows:

The Superintendent and all non-tenured teachers shall be evaluated summatively each year. The Superintendent shall be evaluated annually by the Board of Education to include an opportunity for professional growth under KRS 156.111.

- Annually, evaluators are to familiarize certified personnel whom they will be evaluating with the district's Certified Evaluation Plan within 30 calendar days of reporting for employment each school year. Evaluators must meet CEP requirements before conducting a formative or summative evaluation. The district will train primary evaluators in the local evaluation process. The district will provide three (3) hours of annual EILA-approved evaluation training. Evaluators must secure three (3) additional EILA-approved hours of evaluation training each year.
- Non-Tenured certified employees shall be:
 - a. Observed and all documentation reviewed at the end of the first half of the school year, and these actions shall be documented on a mid-year report; and
 - b. Observed and then evaluated near the end of the second half of the school year using the summative evaluation form.
- ALL tenured certified school personnel, including administrators below the level of superintendent, shall be evaluated a minimum of one time during every five (5) year period. Tenured certified personnel shall enter the cycle according to the first letter of their legal first name. Tenured educators with legal first names starting A-H who underwent their summative (Full Observation) evaluation in the 2024-2025 school year, will have their next summative evaluation in the 2029-2030 school year.

TENURED EDUCATORS (BY FIRST LETTER OF LEGAL FIRST NAME)

	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032	2032-2033
FULL EVAL	Q-Z	--	--	A-H	I-P	Q-Z	--
MINI	I-P	Q-Z	A-H	I-P	Q-Z	A-H	Q-Z
MINI	A-H	I-P	Q-Z	Q-Z	A-H	I-P	I-P
MINI	--	A-H	I-P	--	--	--	A-H

The Director of Human Resources is designated as the person responsible for evaluation training and as the contact person for the evaluation plan in the Bullitt County Public Schools system.

Forms

1. The formative and summative evaluation forms used in evaluating certified personnel shall be developed and/or accepted by the evaluation committee and approved by the Superintendent and Board of Education.
2. For each formal observation, the pre-observation form will be utilized and will be reviewed during a pre-observation conference. For administrators, the growth plan will be utilized in lieu of a pre-observation form.
3. Student work samples appropriate to each position may be collected and used in the evaluation cycle.
4. A mid-year report shall be completed for all non-tenured teachers and teachers new to the district. The evaluator and evaluator shall sign the form and it shall be submitted to the Human Resources department (via the district approved platform) at the end of the first semester.
5. An individual professional growth plan shall be developed by all certified employees. The growth plan shall be reviewed annually.
6. A Corrective Action Plan shall be developed when any employee receives a rating of "ineffective" on a summative evaluation or when an employee demonstrates a recurring significant deficiency in work performance.



Procedures

FORMATIVE

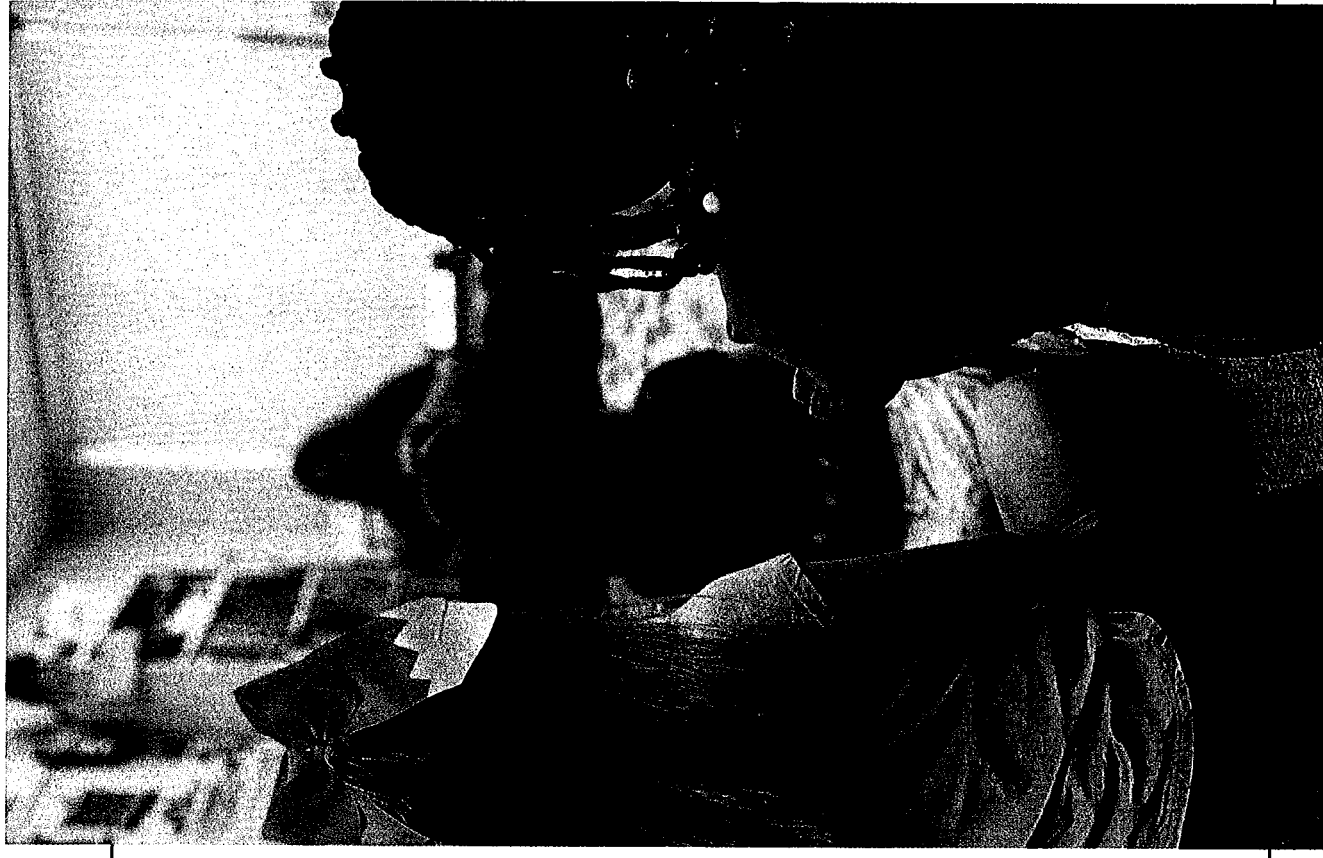
1. The principal and assistant principals may conduct observations and summative evaluations.
2. When conducting an administrator evaluation, the primary evaluator may seek assistance from other administrative personnel in the collection of data.
3. The collection of data shall be considered a vital part of any evaluation. All evidences used for purposes of evaluation shall be documented in the district-approved platform.
4. All monitoring and observations of performance of a certified employee shall be conducted openly and with full knowledge of the employee.
5. Unannounced visits by the evaluator(s) are permissible. Any documentation collected during these visits shall be shared with the evaluatee within five (5) working days. District walkthroughs are not evaluative.
6. A pre-observation conference shall be held prior to each formal observation. The evaluator shall also hold a post-observation conference within five (5) working days after each required documented observation.
7. The evaluator shall summarize the observations and conferences in the district-approved platform and may provide a hard copy to the employee at the end of the post-observation conference.
8. If requested by the certified educator, an additional observation by another certified evaluator trained in the certified educator'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. A certified evaluatee 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 certified evaluatee's written request, the evaluator shall select the third-party observer.
9. All observations shall be completed prior to May 1 of the evaluation cycle. The summative evaluation shall be discussed at a conference between the evaluator and the employee by May 1 of the evaluation cycle and shall include all evaluation data.
10. Additional observations are required when an employee is on an Assistance Plan, Corrective Action Plan, or receives any ratings of "Ineffective." Any visit, observation, or event adversely affecting the evaluation of an employee shall be discussed with the employee and a written record maintained.
 - a. The evaluator shall observe the employee's work performance a minimum of four (4) 30-minute periods within a twelve-week period (60 worked days) beginning with notification of deficiencies. For the employee not assigned to a classroom, the evaluator must observe work performance of the employee for four (4) 30-minute periods when the employee is fulfilling the employee's job responsibilities.
 - b. The evaluator shall identify staff services and/or materials, that the employee may use to help correct the identified deficiencies. There shall be one (1) professional resource person who will serve in an assistance capacity only.
 - c. The evaluator shall summarize the observations and conferences in writing and provide a copy to the employee.

BCPS Certified Evaluation Plan

Procedures

SUMMATIVE

1. Certified employees will be evaluated using the following table of performance criteria aligned to the four performance measures.
2. The evaluator will determine, based on evidence from the four performance measures: planning, environment, instruction, and professionalism, a summative rating. All ratings must be recorded on the district-approved forms/platform. Documentation for all certified employees shall be discussed with the employee in a conference.
3. The overall performance measure rating will be based upon professional judgement and summative ratings of the four performance measures. The four performance measures are Ineffective, Developing, Accomplished, & Exemplary. If two ratings are equal, choose the higher rating.
4. All summative evaluations shall be based on multiple sources of evidence (evaluator observations, professional growth planning, and other possible sources of evidence.) Peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer observers will be trained via KDE offerings once every three years.
5. The summative evaluation shall be discussed at a conference between the evaluator and all employees by May 1 and shall include all evaluation data.
6. The evaluator shall take into consideration and note in writing any circumstances that may adversely affect an employee's performance.
7. The employee shall have an opportunity to give a written response to the evaluator and such response shall be filed with the evaluation in the employee's official personnel file.
8. A copy of the evaluation shall be provided to the person evaluated at the end of the summative conference.
9. Employees shall be required to digitally sign all forms ensuring the evaluation has been discussed and a paper copy of the evaluation may be provided to the evaluatee. The signing of the forms does not mean the employee agrees with the content, only that the forms have been reviewed and discussed.
10. One designated building administrator shall evaluate the performance of itinerant/traveling employees assigned to his/her school. The itinerant/traveling employee may request additional evaluative input from other supervising administrators.



Performance Criteria & Measures

Performance Criteria and Role	Measures			
	Planning	Environment	Instruction	Professionalism
Athletic Director District determined performance criteria specific to evaluatee's job category	Standard 1 Organizational Management	Standard 3 Human Resources Management	Standard 5 School Climate	Standard 2 Communications and Community Relations Standard 4 Professionalism
District-Level Admins District determined performance criteria specific to evaluatee's job category	Standard 1 Mission, Vision, & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 4 Curriculum, Instruction, & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community
Other Professionals The KY Framework for Teaching – Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Occupational Therapists Occupational Therapist Standards	Standard 3 Maintains overall responsibility for the development, documentation, and implementation of occupational therapy	Standard 2 Maintains responsibility for all aspects of the screening, evaluation, and re-evaluation process	Standard 1 Delivers Services that reflect philosophical base of Occupational Therapy services in accordance with AOTA	Standard 4 Maintains responsibility for documentation of student's performance, overall improvements or decline in functional performance areas, as well as providing discharge summaries for students exiting occupational therapy services
Teachers KY Framework for Teaching – Preschool	Standard 1 Planning and Preparation	Standard 2 The Environment	Standard 3 Delivery of Service	Standard 4 Professionalism

*Specialist Frameworks: Guidance Counselor, School Social Worker, Supervisor of Social Services, Instructional Coach, Library Media Specialist, Speech Language Pathologist, School Psychologist

Performance Criteria & Measures

Performance Criteria and Role	Measures			
	Planning	Environment	Instruction	Professionalism
Principals/Asst. Principals Professional Standards for Educational Leaders (PSEL)*	Standard 1 Mission, Vision, & Core Values Standard 9 Operations & Management Standard 10 School Improvement	Standard 3 Equity & Cultural Responsiveness Standard 7 Professional Community for Teachers & Staff	Standard 4 Curriculum, Instruction, & Assessment Standard 5 Community of Care & Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics & Professional Norms Standard 8 Meaningful Engagement of Families & Community
Teachers KY Framework for Teaching	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Other Teachers KY Framework for Teaching – Family Liaison, Home-Hospital, ARC Chairperson, Etc.	Standard 1 Demonstrate Applied Professional Knowledge Standard 2 Designs and Plans Instruction	Standard 3 Creates and Maintains Learning Climate	Standard 4 Implements / Manages Instruction Standard 5 Assesses / Communicates Learning Results Standard 6 Implements / Manages Instruction	Standard 7 Reflects/Evaluates Teaching and Learning Standard 8 Collaborates with Colleagues/Parents/Others Standard 9 Evaluates Teaching/Implements Professional Development Standard 10 Provides Leadership within School/Community/Profession
Digital Learning Coaches Technology Standards	Standard 2 Teaching and Learning	Standard 6 Support, Operations, and Concepts	Standard 3 Assessment and Evaluation Standard 9 Demonstrates Implementation of Technology	Standard 1 Professional Leadership and Vision Standard 4 Productivity and Professional Practice Standard 5 Social, Legal, and Ethical Issues Standard 7 Reflects/Evaluates Teaching/Learning Standard 8 Collaborates with Colleagues/Parents/Others

*The PSEL Rubric, (living document in continuous development by the Kentucky Department of Education), can be used as a resource only.

Performance Criteria & Measures

THE PERFORMANCE MEASURES FOR CERTIFIED EMPLOYEES WILL BE RATED ACCORDING TO THE FOUR PERFORMANCE RATINGS IN THE CHART BELOW:

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

CRITERIA FOR DETERMINING THE PERFORMANCE MEASURE FOR A SUMMATIVE RATING:

IF...	THEN...
If Environment AND Instruction are both rated Ineffective	the Summative Rating is Ineffective.
If Environment OR Instruction is rated Ineffective	the Summative Rating is Developing or Ineffective.
If Planning OR Professionalism is rated Ineffective	the Summative Rating shall not be Exemplary.
If two Performance Measures are rated Developing AND two are rated Accomplished	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Accomplished.
If two Performance Measures are rated Developing AND two are rated Exemplary	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Exemplary.
If two Performance Measures are rated Accomplished AND two are rated Exemplary	the Summative Rating shall be Exemplary only if Environment OR Instruction is rated Exemplary

THRIVE Academy

PROFESSIONAL LEARNING THROUGH THE THRIVE ACADEMY FOR NEW TEACHERS

According to KRS 158.070, Teachers are required to earn 24 hours of PD credit every year.

New BCPS teachers will fulfill professional learning hours according to the THRIVE Academy requirements as follows:

- in the first year, 12 of the 24 required hours through THRIVE
- in the second year, 6 of the 24 required hours through THRIVE
- and in the third year, if necessary, another 6 of the required 24 professional learning hours through THRIVE.

Teachable - Happy - Reflective - Innovative - Versatile - Enthusiastic



Plans of Action

INDIVIDUAL PROFESSIONAL GROWTH PLAN

1. A growth plan is an individualized plan that includes:

- a. Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;
- b. Objectives, a plan for achieving the objectives, and a method for evaluating success; and
- 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.

The plan shall be developed by all certified personnel annually. The beginning of the evaluation cycle occurs immediately following the summative conference. The growth plan shall be reviewed annually, and review may be expected during the formative conference. The growth plan will be reviewed during the summative conference.

1. The professional growth plan requirement shall be met by completing one of the following:

- a. The employee shall develop a professional growth goal, which should be based on the certified educator's reflection component. The principal and certified educator shall review the appropriateness of the goal.
- b. Any employee receiving a rating of "Developing" during the summative evaluation process may be placed on an assistance plan to address the criterion.
- c. Any employee receiving a rating of "Ineffective" during the summative evaluation process shall be placed on a corrective action plan.

ASSISTANCE PLAN - COMPLETED WITH THE EMPLOYEE

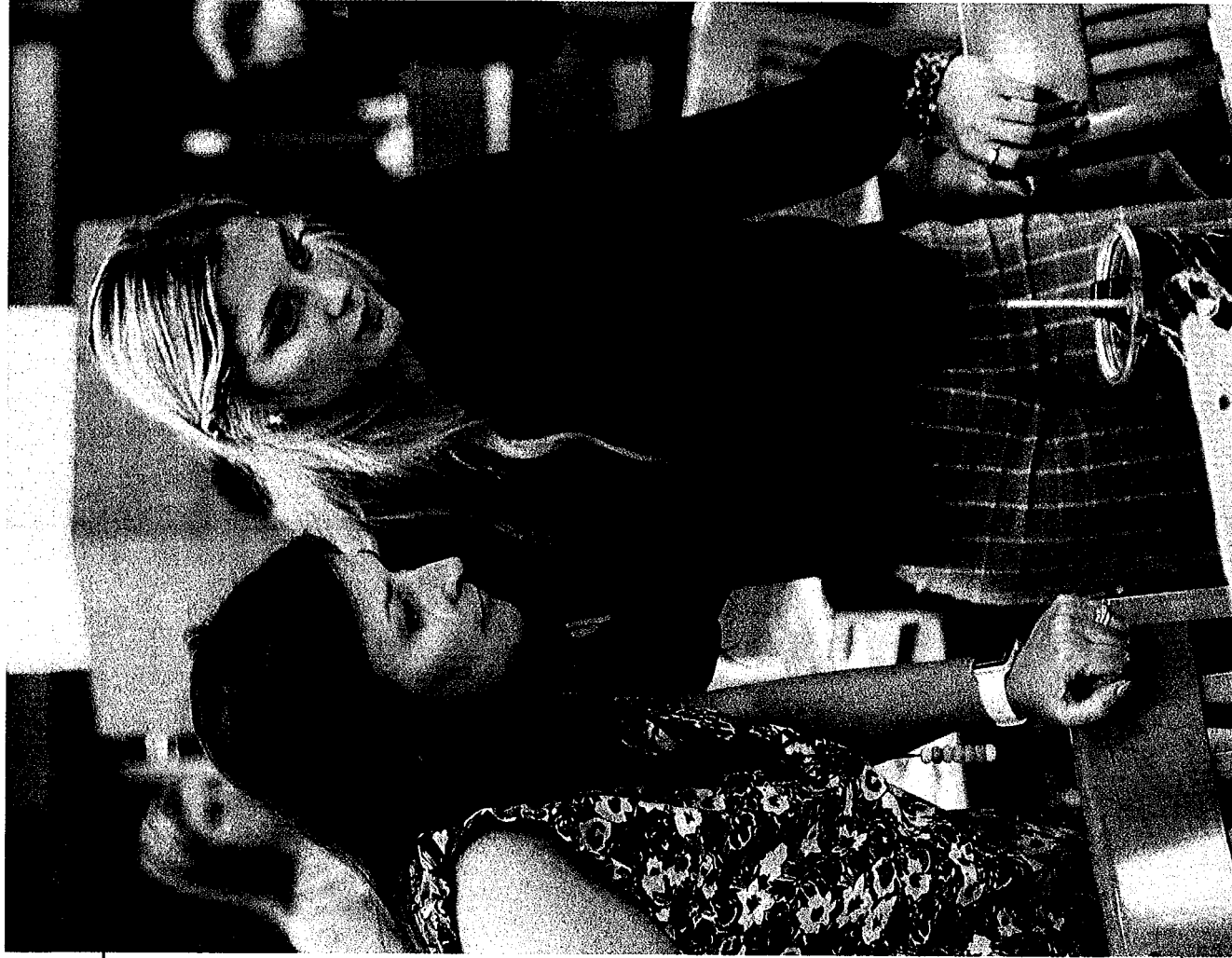
1. When a deficiency in work performance is occurring, the evaluator shall note the deficiency in writing and hold a conference with the employee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee.
2. Improvement of deficiencies by the employee shall be documented in the individual assistance plan.

BCPS Certified Evaluation Plan

Plans of Action

CORRECTIVE ACTION PLAN- COMPLETED BY THE EVALUATOR - FOR THE EMPLOYEE

1. When a significant deficiency in work performance is recurring, and may have an adverse effect on continuing employment, the evaluator shall note the deficiency in writing and hold a conference with the employee and the Superintendent/designee to discuss the deficiency. The employee shall have the right to request an Association representative or representation of his/her choice to accompany him/her to the conference. The evaluator shall identify professional staff services and/or materials available to the employee to assist the employee in correcting the specified deficiency and establish a specific timeline for improvement. Periodic conferences shall take place within the specified time to assess progress toward correcting the deficiency. Following each conference, the evaluator shall write a summary, which will include subsequent meeting dates. Copies of the summary shall be provided to the employee and Superintendent/designee, following each meeting.
2. Improvement of deficiencies by the employee shall be noted in writing and attached to all copies of the individual corrective action plan.



BULLITT COUNTY PUBLIC SCHOOLS

Appeals Process



Appeals Process

SHOULD ANY EMPLOYEE DISAGREE WITH THEIR EVALUATION, THEY MAY FOLLOW THIS PROCESS

1. Any employee disagreeing with his/her summative evaluation or part thereof, may have attached to the evaluation a written statement expressing disagreement, and/or may file an appeal with the Appeals Panel as identified in item #4 and as required by 704 KAR 3:370.
2. The evaluator shall inform the employee of his/her right to respond to his/her evaluation in writing, and that he/she may appeal both the substance and the procedural aspects of his/her evaluations within ten (10) working days. An employee may, within ten (10) working days after receipt of an evaluation, complaint or reprimand, file a written response to the document. The employee shall provide a copy of the response to the originator of the evaluation or reprimand and a copy to Human Resources for attachment to the document.
3. In cases of impasses, normal due process procedures prevail. An Appeals Panel consisting of two members elected by the certified staff and one member appointed by the Bullitt County Board of Education shall be established. This panel shall review the substance and the procedural aspects of the evaluation of any certified employee who appeals his/her evaluation.
4. For appeals to the local evaluation appeals panel, each local evaluation plan shall provide for the following:
 - a. Right to a hearing as to every appeal; and
 - b. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
 - c. Right to presence of evaluatee's and/or evaluator's chosen representative.



Timeline

Time Frame	Tasks
Within 30 calendar days of Opening Day	Evaluator reviews evaluation plan with certified educators.
By September 15	Certified educator conducts a self-reflection and creates a professional growth plan.
By December 15	Mid-Year Reports must be completed.
By May 1	Summative evaluations must be completed. (All observations must be completed PRIOR to May 1.)





Professional Growth Planning, Self-Reflection, & Summative

The Professional Growth Plan for all certified educators, will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources, which may include classroom observation feedback, student feedback, peer feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, educators will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. Non-tenured certified educators with zero (0) years of teaching experience will engage in the BCPS New Teacher Induction program for a total of 12 hours for professional learning credit during their first year.

The Certified Educator:

1. reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus each year; (For principals, this may include a working conditions goal.)
2. collaborates with his or her administrator to develop a professional growth plan and action steps;
3. enters professional growth plan in district-approved technology platform;
4. implements the plan;
5. regularly reflects on the progress and impact of the plan on his or her professional practice;
6. modifies the plan as appropriate;
7. continues implementation and ongoing reflection;
8. and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

PROCESSES FOR LATE HIRES

Late hires will complete the PGP process within 20 working days of employment. CEP Training Must Take Place Within the First 30 Days of Employment. Late hires will follow the PL guidelines for appropriate number of hours to complete. (All Mini and Full Observations must be 10 working days apart.)

August- October	Mini 1 by December 1/End of 1st Semester Mini 2 & Full Observation by May 1
November - March	Mini by May 1 Full Observation by May 1
After April	Full Observation by May 1

Observation

The immediate supervisor of the certified employee shall designate the primary evaluator. Principals and assistant principals may conduct observations and summative evaluations.

Observers of certified teachers and other professionals will conduct mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation. All observations shall be documented in district-approved technology platform.

NON-TENURED CERTIFIED EDUCATORS WILL BE OBSERVED THREE TIMES EACH YEAR

- First mini observation by end of first semester
- Full observation and second mini observation prior to May 1 with at least ten instructional days between the two observations
- Final observation is a formal observation consisting of a full class or lesson observation

TENURED CERTIFIED EDUCATORS (ALL TEACHERS, OTHER PROFESSIONALS, PRINCIPALS, ASSISTANT PRINCIPALS, AND OTHER CERTIFIED ADMINISTRATORS THAT HAVE ATTAINED CONTINUING SERVICE UNDER KRS 161.740 OR KRS 156.800(7) - TEACHER TENURE- SHALL BE EVALUATED ON A FIVE-YEAR SUMMATIVE CYCLE.

Observation Conferencing & Scheduling

OBSERVATION CONFERENCING

Mini observations shall include a pre-observation conference within 24 hours prior to the observation, a 20 minute scheduled observation, and a post-observation conference within five (5) working days. The evaluator determines the format of the pre-observation conference (electronic or face-to-face). The evaluator will focus on one aspect of the certified educator's PGP during the mini observation, which shall be discussed during the pre-observation conference.

Full observations shall include a pre-observation conference within 24 hours of the observation, a full class period scheduled observation, and a post-observation conference within five (5) working days. The evaluator determines the format of the pre-observation conference (electronic or face-to-face).

The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1.

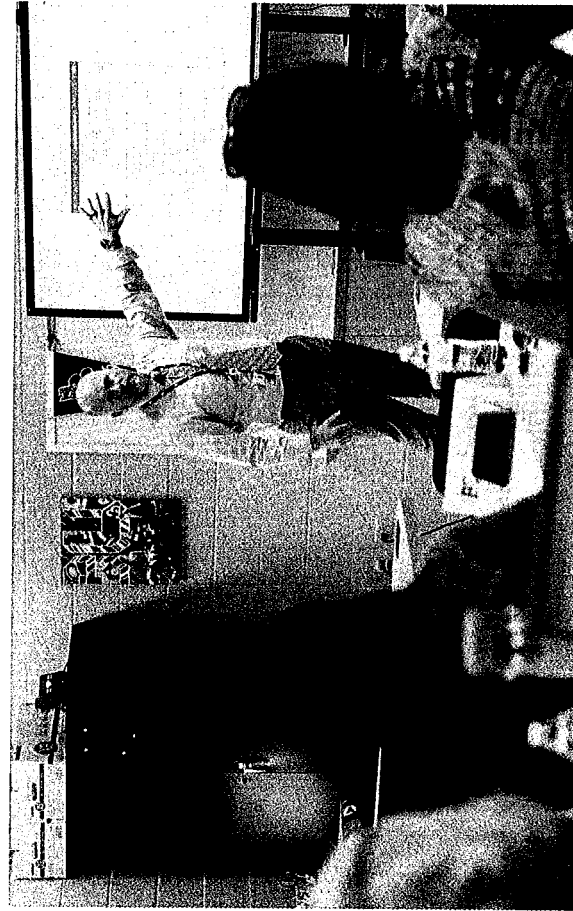
OBSERVATION SCHEDULE

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Late hires will merge into the observation schedule based upon hire date.
- Observations must be completed prior to May 1.

Evaluation Training

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting summative evaluations. Each year following the Initial Certified Evaluation Training, all evaluators must complete six (6) hours of EILA approved evaluation training annually.

To ensure consistency of observations, all evaluators conducting observations must complete the district-approved observation training prior to conducting observations used for the purpose of evaluation.



Principal/Assistant Principal/District-Level Administrator Evaluation Information

PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS (PSEL)

The Professional Standards for Educational Leaders (2015) have a strong, clear emphasis on students and student learning. They outline the foundational principles of leadership to help ensure that each child is well educated and prepared for the 21st century. Performance for principals, assistant principals, and certified district-level administrators will be rated for each standard according to the 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 standard.

***The PSEL Rubric, (living document in continuous development by the Kentucky Department of Education), can be used as a resource only.**

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

Administrator Evaluation Information

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 site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Late hires will complete this process within 20 working days of employment.

Self-reflection is meant to improve professional practice through careful consideration of the impact of leadership practice. The principal will complete a Professional Growth Plan and send to his/her Director for review prior to sending to the Superintendent for approval. The district-level administrator will send his/her Professional Growth Plan to the Superintendent/Designee for approval.

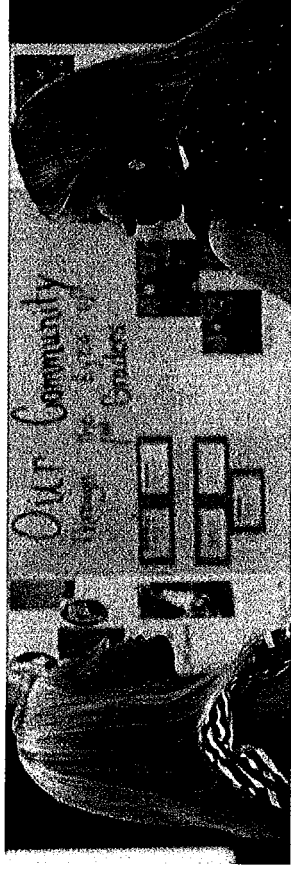
WORKING CONDITIONS GROWTH GOAL (GOAL INHERITED BY ASSISTANT PRINCIPAL)

Principals are responsible for setting, in collaboration with the Superintendent, a two-year Working Conditions Growth Goal based on the most recent IMPACT survey. The Working Conditions Growth Goal shall be added to the School Improvement Plan.

Steps to Completing the Working Conditions Goal:

1. Principals will identify an IMPACT survey question that indicates a need for growth and will then identify additional IMPACT survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Professional Standards for Educational Leaders (PSEL).
3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. The Superintendent/Designee will specify the level to be achieved for Developing, Accomplished, and Exemplary ratings.
5. Complete an Action Plan outlining the steps the principal will take to accomplish the established goal.
6. Final evaluation of the Working Conditions Growth Goal will be measured based on the next IMPACT survey results.

Administrator Evaluation Information



SITE VISITS

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

A pre-conference will be held between the principal and superintendent or the principal and the assistant principal, on the day of the visit prior to the observation. The Growth goal will be discussed in lieu of a pre-observation form. The observation will consist of 60-90 minutes. The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre-conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference. Late hires will merge into the observation schedule based upon hire date.

Site Visits Shall:

- be applied in a variety of settings
- provide information on a wide range of contributions made by principals and district-level administrators
- range from observing how a principal or district-level administrator interacts with others to observing programs and shadowing the administrator
- be connected to the Professional Standards for Educational Leaders (PSEL) and performance criteria applicable to the district evaluatee's position.

Administrator Evaluation Information

SUMMATIVE CONFERENCE - Non-Tenured Certified Administrators

A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for non-tenured certified administrators. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description, and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating. Tenured Certified Administrators will be evaluated every 5 years, however, the growth goal and working conditions goal will be reviewed annually.

CRITERIA FOR DETERMINING THE PERFORMANCE MEASURE FOR A SUMMATIVE RATING

IF...	THEN...
If Environment AND Instruction are both rated Ineffective	the Summative Rating is Ineffective.
If Environment OR Instruction is rated Ineffective	the Summative Rating is Developing or Ineffective.
If Planning OR Professionalism is rated Ineffective	the Summative Rating shall not be Exemplary.
If two Performance Measures are rated Developing AND two are rated Accomplished	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Accomplished.
If two Performance Measures are rated Developing AND two are rated Exemplary	the Summative Rating shall be Accomplished only if Environment OR Instruction is rated Exemplary.
If two Performance Measures are rated Accomplished AND two are rated Exemplary	the Summative Rating shall be Exemplary only if Environment OR Instruction is rated Exemplary



Administrator Evaluation Information

OTHER SOURCES OF EVIDENCE / PRODUCTS OF PRACTICE

Principals/Assistant Principals/District-level Administrators may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's/district-level administrator's practice within the standards.

Additional evidence provided in support of administrator practice may include items from the following list (not a comprehensive list):

- Faculty Meeting Agendas and Minutes
- Collaborative Team Agendas and Minutes
- School-Wide PLC Process Documentation
- Leadership Team Agendas and Minutes
- Instructional Walk-Through Documentation
- Parent/Community Engagement Surveys
- Professional Organization Memberships
- ELIA/Professional Learning Experience Documentation
- Parent/Community Engagement Events Documentation
- Surveys
- School Schedules
- SBDM Minutes
- Budgets



PRINCIPAL/ASSISTANT PRINCIPAL/CERTIFIED DISTRICT-LEVEL ADMINISTRATOR SUMMARY TIMELINE

*Additional Conferences may be held as deemed necessary to monitor PGP process. All dates are tentative based on the adjustment of the school calendar.

AUG 1	Superintendent/Designee reviews expectations with Principals, Asst. Principals, and District-Level Admins	NOV 15
DEC 30	Principals, Asst. Principals, and District-Level Admins will individually develop a PGP. Principals and APs will collaboratively develop a Working Conditions Goal	
	Superintendent/Designee conducts site visit	
	Completion of IMPACT Survey, depending on 2 year cycle	MAR 31
APR 30	Superintendent/Designee conducts site visit	
	Superintendent/Designee works with Principal/AP to review Working Conditions Goal and PGP. Summative with District Admins to review PGP.	APR 30

BCPS Certified Evaluation Plan

Certified Employee Evaluation Committee



Kimberly Ludwig
Teacher



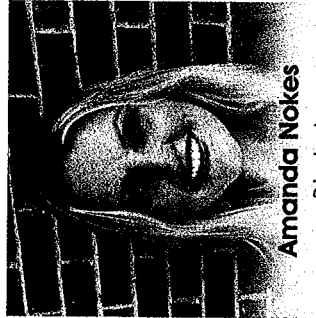
VACANT
Teacher



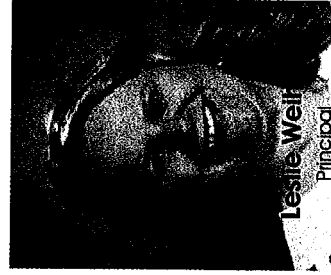
Tiffany DeLong
Teacher



Kristi Lynch
Principal



Amanda Nokes
Principal



Leslie Weir
Principal



Dr. Althea Hunt
Director of HR / Group Facilitator

MOVING FORWARD

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