

Carroll County Schools
Certified Evaluation Plan
Teachers, Other Professionals, Principals, Assistant Principals, and District Level Personnel
2018-19



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Certified Evaluation Plan Matrix

Steps	Procedures	Completion
1	Administrators/Supervisors Observer Training	Prior to First Day of School
2	Initial Growth Plan Developed	Within the first 60 days of School
3	Evaluator meets with all staff: <ul style="list-style-type: none"> ● Notify who will have summative evaluation in current year ● Provide access to evaluation documents for all staff ● Explain evidences, procedures, documents and ratings to staff 	Within 30 days of the First Day of School
4	Review plan annually for interim hires.	Within thirty (30) calendar days of the first day of work.
5	Annual Contract/Non-Tenured Teachers and other professionals working on an annual contract (non-tenured), will participate in evaluation on the annual cycle, providing evidence for all performance measures (<i>Planning, Evaluation, Instruction and Professionalism</i>). The minimum for observations is at least one (1) formative observation and one (1) full/summative observation.	Annual Cycle: 1. 30 th day of school –Dec. 31 2. January 2-May 15
5a	Continuing Contract/Tenured All teachers and other professionals working on a continuing contract (tenured) must exhibit at least two evidences for each performance measure: <i>Planning, Environment, Instruction and Professionalism</i> . They must have a formative observation annually and a formative observation and a full/summative observation in the summative year, conducted by an administrator.	Cycle: Year 1 Formative Year 2 Formative Year 3 Summative
5b	KTIP/0 Years' Experience Teachers with 0 years of experience will complete the KTIP process. They will be observed seven (7) times or nine (9) times if the committee of evaluators decide on that option.	1 year: Cycle 1 (1-60 instructional days from orientation meeting) Cycle 2 (61-110 instructional days from orientation meeting) Cycle 3 (111-close instructional days from orientation meeting)
6	Observations, conferencing and monitoring	Continuous

7	Post Observation Conference	Within five (5) school days of the observation
8	Corrective Action plan is used after the post observation conference, if needed, or as determined by the administrator. Conferencing for monitoring progress shall occur monthly.	Within five (5) days of the post observations conference OR as needed, throughout the year. Follow-up monthly.
9	A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable evaluation data. All summative documents due to Superintendent/designee. A copy of all summative documents must be sent to Personnel Department to be placed in employee personnel file. If an improvement plan was implemented, it shall be attached to the summative document. *KTIP Teachers will only use the KTIP procedures. Supervisors must submit a copy of the KTIP Summative Document to the Personnel Department to be placed in the employee personnel file.	Closing day for teachers June 15th for administrators.

EVALUATION/OBSERVATION PROCEDURES

All staff shall receive orientation on their evaluation plan each year, including intern teachers. Evaluation is an on-going process. Collecting data is on-going annually on the part of the evaluator as well as the evaluatee to be used as evidence for professional growth for all certified staff. Each staff member to be evaluated in the current year shall be provided access of the appropriate evaluation plan by the principal or other appropriate administrative staff. Forms are located on the district approved platform. Evaluators shall be responsible for the explanation and discussion of the plan and documents to staff no later than thirty (30) days after the first day of school or if interim, thirty (30) calendar days from the first working day.

The evaluatee is responsible to provide evidence in support of performance measures to be shared with employee's immediate supervisor, designated as the primary evaluator, who may also request input from other professional staff as the role of the evaluatee relates to said staff. All administrators, at all levels, Certified District Supervisors/Consultants and Counselors will be evaluated annually.

The Board of Education shall be responsible for the evaluation of the Superintendent.

For evaluations, evaluators will be trained by personnel who are approved by the Kentucky Department of Education. In a two-year cycle, evaluators will receive twelve (12) hours of training (704 KAR 3:370).

Corrective Action Plan

Corrective Action Plan and Documentation of Follow-up

In the event that observation results yield an ineffective determination, the corrective action plan shall include clear expectations and specific strategies for improvement. A written program of improvement, directed professional growth plan, or corrective action plan, shall be established by the evaluator and evaluatee within five (5) working days after the post-observation conference or may be implemented at any time, as determined by the supervisor. Multiple observations and follow-up conferences using the corrective action form shall be held. The first follow-up conference shall be conducted within twenty (20) working days from the date the corrective action plan was implemented to evaluate and document the progress on the specific recommendation(s) for improvement. Documentation of these conferences shall be included as a part of the completed, signed summative evaluation submitted to the Superintendent. Lack of progress toward improvement may result in a recommendation for change in assignment or disciplinary action, which may include dismissal.

Copies and Records

Distribution of copies of the completed Summative document will be distributed to each of the following: the original copy to be placed in the employee's personnel file, one copy to the evaluatee, and one copy to the evaluator. All summative evaluation documents will be kept on all certified personnel until employment has been terminated. The Superintendent and the evaluator will keep these files secure and will make them available only to those in the evaluation chain. The evaluation chain will be as follows: the evaluatee, the evaluator, the Assistant Superintendent, the Superintendent, and the Board of Education, as a body.

Personnel are to be notified by the Superintendent if their completed summative evaluation was examined by the Board of Education, as a body, and a reason given as to why the evaluation was examined. A log sheet is to be maintained showing information reviewed/requested from the employee's file. Summative evaluations are housed in personnel files. The summative evaluations of principals are housed in a secured file cabinet in the Superintendent's office, but are part of their official personnel file. Any staff member being evaluated will be given an opportunity to provide a written response. This will become part of his/her official personnel file.

Both non-tenured and tenured teachers going from one school to another school within the district must be evaluated in their first year of their new assignment.

A summative document will be completed for each tenured teacher once every three (3) years or more often, if the administration deems necessary. The Summative documents must be completed and submitted to the office of the Superintendent no later than closing day for teachers.

Educator Development

The vision for Educator Development in Carroll County Schools is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Annual Formative Rating:** A rating given by an evaluator on each of the performance measures (planning, environment, instruction and professionalism) using the formative rating decision rule for an overall rating.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation Training:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.'''
9. **Evidence:** A product of a certified school personnel's work that demonstrates planning, environment, instruction and professionalism.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Formative observation:** An observation conducted by a certified observer that is conducted for at least 20 minutes but less than the full length of a full class period or full lesson.
12. **Full/Summative Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
13. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in annual formative rating.
 - b. Principals who are rated ineffective in annual formative rating.
14. **Job Category:** A group or class of certified school personnel positions with closely related functions.
15. **Microcredentials:** based on a performance assessment, certification that a professional demonstrates a certain skill or competency. These may be granted by a professional organization or the school/district professional learning leaders.

16. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of student or teacher evidence made during one (1) or more classroom or worksite visits of any duration.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
18. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
19. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
20. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
21. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
22. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
23. **Site Observation:** An observation conducted by a certified observer that is conducted at a common worksite for the professional (other professional, principal, assistant principal, or other certified personnel under the superintendent) which includes observation of the professional in a role activity, as well as observation of other evidences of the performance measures.
24. **Sources of Evidence:** (21) "Sources of evidence" means the district approved evidences aligned to the performance measures and used by evaluators to inform performance measure ratings listed in this administrative regulation. **704 KAR3:370.**
25. **Summative Evaluation Rating:** (22) "Summative evaluation" is defined by KRS 156.557(1)(d). 5 (23) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
26. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

Performance Measures

The Performance Measures are connected to the Kentucky Framework for Teaching, Specialist Frameworks for Other Professionals, the Principal Performance

Standards, and the Interstate School Leaders Licensure Consortium (ISLLC) Standards and are designed to support student achievement and professional practice through:

Performance Measures	Kentucky Framework for Teaching	Framework for Other Professionals	Principal Performance Standards	Certified Administrator ISLLC Standards
Planning	Planning and Preparation	Planning and Preparation	3: Human Resources 4: Organizational Management	1: Visionary Leader
Environment	Classroom Environment	Workplace Environment	2: School Climate	3: Organizational Leader
Instruction	Instruction	Instruction/Delivery of Service	1: Instructional Leadership	2: Instructional Leader
Professionalism	Professional Responsibilities	Professional Responsibilities	5: Communication & Community Relations 6: Professionalism	4: Collaborative Leader 5: Ethical Leader 6: Systematic Leader

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a 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 also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Evidences as Criteria for Performance Measures

Evaluates are responsible to provide evidence that demonstrates their current level of performance on each performance measure. Evidence provided may include, but is not limited to, the evidences listed on each chart for the role groups. Evidence provided across the measures must include at least two pieces of evidence across multiple settings and **must** include:

- **Professional Growth Plan** (Professionalism)
- **Classroom Observation** or **Site Observation**, depending upon role (Any Measure)

Performance Measures Evidence for Teachers

<p style="text-align: center;"><u>Performance Measures/ Competency Connections</u></p> <p>The four Performance Measures are connected to Competencies in our Graduate Profile that teachers, as professionals, demonstrate in their practice.</p>	<p style="text-align: center;"><u>Kentucky Framework for Teaching</u> Level 1- Level 4</p> <p>The Framework for Teaching provides structure and feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Teachers move along a competency continuum from Level 1- Level 4.</p>	<p style="text-align: center;"><u>Evidences for Teacher Performance Measures</u></p> <p>May include, but not limited to these evidences. Must include at least two pieces of evidence across multiple settings. Bolded evidence (classroom observation, professional growth plan) is required.</p>
<p>PLANNING</p> <ul style="list-style-type: none"> ● Critical Thinker ● Inspired Innovator ● Effective Communicator <p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● Effective Communicator <p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Inspired Innovator ● Effective Communicator <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> ● Inspired Innovator ● Responsible Collaborator ● Lifelong Learner ● Effective Communicator ● Global Citizen 	<p>Domain 1: PLANNING AND PREPARATION Knowledge of Content, Students, Instruction, Resources, Unit and Assessment Design</p> <p>Domain 2: CLASSROOM ENVIRONMENT Environment of Trust and Rapport, Culture for Learning, Classroom Procedures, Student Behavior Management, Physical Environment/Space</p> <p>Domain 3: INSTRUCTION Communicating with Students, Questioning and Discussion Techniques, Student Engagement, Assessment in Instruction, Flexibility and Responsiveness</p> <p>Domain 4: PROFESSIONAL RESPONSIBILITIES Reflecting on Practice, Record Keeping, Communicating with Families, Participating in Professional Community, Professional Growth, Professionalism</p>	<ul style="list-style-type: none"> ● Classroom Observation ● Data Team ● Lesson Plans ● Unit Plans ● Student Personalized Learning Plans ● RTI Meetings ● Team Planning Meetings <ul style="list-style-type: none"> ● Classroom Observation ● Walkthrough ● Learning Targets & Success Criteria ● PBIS ● Student Voice Feedback <ul style="list-style-type: none"> ● Classroom Observations ● Walkthrough ● Learning Targets & Success Criteria ● Workshop ● Personalized Learning ● Edtech Integration Rubric <ul style="list-style-type: none"> ● Classroom Observations ● Professional Growth Plan ● Documentation (ex: Parent Contact Log, Attendance/Time Log) ● Data Team ● Professional Learning Certificates, Microcredentials ● Self-Reflection ● Team (PLC, RTI) Planning Meetings

Performance Measure Evidence for Other Professionals

<p>Performance Measures/ <u>Competency Connections</u></p> <p>The four Performance Measures are connected to Competencies in our Graduate Profile that teachers, as professionals, demonstrate in their practice.</p>	<p style="text-align: center;">Evidences for Other Professional Performance Measures</p> <p style="text-align: center;">May include, but not limited to these evidences. Must include at least two pieces of evidence across multiple settings. Site Observation and Professional Growth Plan are required sources of evidence.</p>				
	<u>Guidance Counselors</u>	<u>Instructional Specialists</u>	<u>Library Media Specialist</u>	<u>SLP/Therapeutic Specialist</u>	<u>School Psychologists</u>
<p>PLANNING</p> <ul style="list-style-type: none"> ● Critical Thinker ● Inspired Innovator ● Effective Communicator 	<ul style="list-style-type: none"> ● Site Observation ● Group plans for small groups or observations ● classroom guidance plans (elem.) programs planned (sec.) ● Resource lists ● Guidance Program goals/plans 	<ul style="list-style-type: none"> ● Site Observation ● Coaching Plan ● Unit/Project planning templates ● Professional Learning Workshop Plans 	<ul style="list-style-type: none"> ● Site Observation ● Lesson plans ● Collaboration/co-planning documentation ● Budget planning ● Programming 	<ul style="list-style-type: none"> ● Site Observation ● Screening ● Therapy resources ● Multi-Tiered Support Systems documentation ● Eligibility forms ● Individualized Education Plan goal development 	<ul style="list-style-type: none"> ● Site Observation ● Evaluation reports ● Eligibility forms ● Psychology program evaluation
<p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● Effective Communicator 	<ul style="list-style-type: none"> ● Site Observation ● Therapy space ● Student surveys/contact forms for student use ● School culture surveys ● Needs assessment to teachers ● Teacher Capacity Building around Social Emotional Learning (Multi-Tiered Support Systems, Faculty, Positive Behavior Interventions and 	<ul style="list-style-type: none"> ● Site Observation ● Document/Slides of trainings led with teacher ● Links to docs/folder for teacher to access ● Collaboration between coaches and teachers ● Personalized Teacher Capacity Building 	<ul style="list-style-type: none"> ● Site Observation ● Twitter/Instagram social media feed ● Library displays ● Circulation stats ● Student work displayed ● Makerspace ● District website page ● Student Voice Feedback ● Library advisory council minutes ● Programming 	<ul style="list-style-type: none"> ● Site Observation ● Therapy Schedule ● Therapy and evaluation materials ● Standards of conduct are established 	<ul style="list-style-type: none"> ● Site Observation ● ARC meeting ● Pre-referral meeting ● Staff Surveys

	Supports)				
	<u>Guidance Counselors</u>	<u>Instructional Specialists</u>	<u>Library Media Specialist</u>	<u>SLP/Therapeutic Specialist</u>	<u>School Psychologists</u>
INSTRUCTION <ul style="list-style-type: none"> Inspired Innovator Effective Communicator 	<ul style="list-style-type: none"> Site Observation Needs assessment Academic/career/social/personal (goal setting) observations of (small groups, classroom)help students in decision making and problem solving skills 	<ul style="list-style-type: none"> Site Observation Visit Feedback forms Planning forms for lessons Co-Teaching with and Modeling for Teachers Observation of coaching session or professional learning leadership 	<ul style="list-style-type: none"> Site Observation Student work Assessments and data Schoolology course design Digital resource guide 	<ul style="list-style-type: none"> Site Observation Referral, testing and evaluation reports Progress Monitoring IEP strategies Parent Communication 	<ul style="list-style-type: none"> Site Observation Pre-referral meeting ARC meeting IEP Development Evaluation reports Individual student strategies/interventions plans created
PROFESSIONALISM <ul style="list-style-type: none"> Inspired Innovator Responsible Collaborator Lifelong Learner Effective Communicator Global Citizen 	<ul style="list-style-type: none"> Professional Growth Plan Site Observation Documentation (ex: Parent Contact Log, Attendance/Time Log) Self-reflection Reports, records, documentation counselor program to staff and families Participation in school and district events Relationship with colleagues Professional development 	<ul style="list-style-type: none"> Professional Growth Plan Site Observation Documentation (ex: Parent Contact Log, Attendance/Time Log) Attendance certificates of professional learning Calendar meetings/collaborations with other Instructional Coaches Professional Learning certificates/ Microcredentials 	<ul style="list-style-type: none"> Professional Growth Plan Site Observation Documentation (ex: Parent Contact Log, Attendance/Time Log) Professional Learning Certificates, Microcredentials Regional Network Collaboration Professional organization Research notes 	<ul style="list-style-type: none"> Professional Growth Plan Site Observation Documentation (ex: Parent Contact Log, Attendance/Time Log) Continuing Education Units Microcredentials Professional organizations Collaborative plans Medicaid documentation/graphs 	<ul style="list-style-type: none"> Professional Growth Plan Site Observation Documentation (ex: Parent Contact Log, Attendance/Time Log) Evan Logs Professional Learning Certificates of attendance Admissions Release Committee meeting attendance Evaluation reports Microcredentials

Performance Measure Evidence for Principals and Assistant Principals

<p style="text-align: center;">Performance Measures are based on the ISLCC Leadership Standards</p>	<p style="text-align: center;">Principal Performance Standards</p>	<p style="text-align: center;">Evidences for Principal Performance Measures</p> <p style="text-align: center;">May include, but not limited to these evidences. Must include at least two pieces of evidence across multiple settings. Bolded evidence (30-60-90 Day Plan Site Visit) is required.</p>
<p>PLANNING</p> <ul style="list-style-type: none"> ● Critical Thinker ● Inspired Innovator ● Effective Communicator <p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● Effective Communicator ● Responsible Collaborator <p>INSTRUCTION</p> <ul style="list-style-type: none"> ● Inspired Innovator ● Effective Communicator <p>PROFESSIONALISM</p> <ul style="list-style-type: none"> ● Inspired Innovator ● Responsible Collaborator 	<p>3: Human Resources 4: Organizational Management</p> <p>2: School Climate</p> <p>1: Instructional Leadership</p> <p>5: Communication & Community Relations 6: Professionalism</p>	<ul style="list-style-type: none"> ● Site Visit ● Staffing Plan ● Building Plan ● School Budget ● SBDM Policies, Agendas, & Minutes ● Data Teams <ul style="list-style-type: none"> ● Site Visit ● PBIS ● Behavioral & Attendance Data ● RTI ● Social Media & Website Messaging ● Cultural Competencies or Responsiveness ● TELL SURVEY <ul style="list-style-type: none"> ● Site Visit ● CSIP ● Data Teams ● Principal Communications ● Professional Development Plan ● Faculty Learning Agenda ● Innovative Learning Structures for Personalized Learning ● Student Professional Growth Plan (Personalized Learning Plan) ● Teacher Professional Growth Plan (Personalized PD Plan) ● SBDM Agenda & Minutes <ul style="list-style-type: none"> ● Site Visit ● Documentation (ex: Contact Log, Attendance/Time Log) ● Committee Membership (local & state)

<ul style="list-style-type: none"> ● Lifelong Learner ● Effective Communicator ● Global Citizen 		<ul style="list-style-type: none"> ● Teacher Newsletters ● School Newsletter ● Principal Blog ● Self-Reflection ● Professional Memberships ● Published Work ● Professional Presentations
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Performance Measure Evidence for Other Certified under Superintendent

<p align="center">Performance Measures/ Competency Connections</p> <p>The four Performance Measures are connected to Competencies in our Graduate Profile that teachers, as professionals, demonstrate in their practice.</p>	<p align="center"><i>ISLLC Standard</i></p>	<p align="center">Evidences for Performance Measures</p> <p>May include, but not limited to these evidences. Must include at least two pieces of evidence across multiple settings. Bolded evidence (site observation and professional growth plan) is required.</p>		
		<p align="center">Asst. Super., Elem. Supervisor</p>	<p align="center">Sp. Education Dir., Technology Dir.</p>	<p align="center">COA, CFO</p>
<p>PLANNING</p> <ul style="list-style-type: none"> ● Critical Thinker ● Inspired Innovator ● Effective Communicator 	<p>1: Visionary Leader</p> <p>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</p>	<ul style="list-style-type: none"> ● Site observation ● Meeting Agendas ● Budgets ● Leadership reports 	<ul style="list-style-type: none"> ● Site observation ● Meeting Agendas ● Budgets ● Leadership reports 	<ul style="list-style-type: none"> ● Site observation ● Meeting Agendas ● Budgets ● Coordination/ Planning for program-specific needs
<p>ENVIRONMENT</p> <ul style="list-style-type: none"> ● Effective Communicator ● Responsible Collaborator 	<p>3: Organizational Leader</p> <p>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</p>	<ul style="list-style-type: none"> ● Site observation ● Budgets ● System of communication ● Resource allocation plans 	<ul style="list-style-type: none"> ● Site observation ● Budgets ● System of communication ● Resource allocation plans 	<ul style="list-style-type: none"> ● Site observation ● Email, Blog ● Resource procurement and management planning

INSTRUCTION <ul style="list-style-type: none"> Inspired Innovator Effective Communicator 	<p>2: Instructional Leader</p> <p>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</p> <p>Nurture and sustain a culture of collaboration, trust, learning, and high expectations.</p>	<ul style="list-style-type: none"> Site observation System of communication Meeting agendas Student achievement data 	<ul style="list-style-type: none"> Site observation System of communication Meeting agendas Student achievement data 	<ul style="list-style-type: none"> Site observation Meeting/Leading Department Meetings
PROFESSIONALISM <ul style="list-style-type: none"> Inspired Innovator Responsible Collaborator Lifelong Learner 	<p>4: Collaborative Leader</p> <p>An education leader promotes the success of every student by collaborating with faculty and community members</p>	<ul style="list-style-type: none"> Site observation Professional Growth Plan Documentation 	<ul style="list-style-type: none"> Site observation Professional Growth Plan Documentation 	<ul style="list-style-type: none"> Site observation Professional Growth Plan Documentation
<ul style="list-style-type: none"> Effective Communicator Global Citizen 	<p>responding to diverse community interests and needs, and mobilizing community resources.</p> <p>5: Ethical Leader</p> <p>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</p> <p>6: Systematic Leader</p> <p>An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</p>	<p>(ex: Contact Log, Attendance/Time Log)</p> <ul style="list-style-type: none"> Written communication Videos/ Screencasts Communication with policy makers Partnerships with local, state and national leaders in education 	<p>(ex: Contact Log, Attendance/Time Log)</p> <ul style="list-style-type: none"> Written communication Videos/ Screencasts Communication with policy makers Partnerships with local, state and national leaders in education 	<p>(ex: Contact Log, Attendance/Time Log)</p> <ul style="list-style-type: none"> Budgets Written communication Videos/ Screencasts

Required Sources of Evidence

Observation

The **Classroom Observation** or **Site Observation*** process is one source of evidence to determine educator effectiveness that includes supervisor as observer. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

The **Classroom Observation** or **Site Observation** model must fulfill the following minimum criteria:

KTIP/0 Years Experience

- See observation cycle on page 20
- A Post Observation conference is required following each observation within five school days.

Annual Contract/Non-Tenured

- Two (2) observations each year. A minimum of one (1) formative observation and one (1) full/summative observation conducted by the supervisor.
- A Post Observation conference is required within five school days.

Continuing Contract/Tenured

- Three observations in the summative cycle.
 - One formative observation annually the first two years of the cycle
 - One (1) full/summative observation conducted by the supervisor the final year of the cycle.
 - A Post Observation Conference required within five school days.

***Site Observation: For Other Professionals and Other Certified Personnel, Principals and Other Certified Under Superintendent, a Site Observation, which includes observation of the professional in a role activity, as well as observation of other evidences of the performance measures, may be a more appropriate observation. A Post Site Observation Conference is also required within five school days.**

The minimum observations of a teacher or other professional evaluatee (annual contract) during the summative evaluation cycle who do not report for work sixty (60) or more consecutive school days, shall enter the cycle with a minimum of a full evaluation, at the point of their return to work, or the next cycle if less than 10 days. Any change in the timeline must be agreed upon by the evaluator, evaluatee, and the CAO or Staff Developer. Late hires will enter the appropriate cycle within thirty (30) days of their employment.

Annual Observation Cycle for Continuing Contract/Non-Tenured (see Tables Below):

1. 30th day of school –Dec. 31
2. January 2-END of School Year

Observation Schedule

Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

Observations may begin after the evaluation plan has been reviewed with the teachers, including late hires, which takes place within the first 30 days of their employment date.

- For those Teachers, Principals and Other Certified Under Superintendent on a continuing contract/tenure (starting with the first year of tenure), the cycle is a three (3) year cycle, consisting of at least the following:

Timeframe	Observation Type	Evaluator
Year 1	Formative	Supervisor
Year 2	Formative	Supervisor
Year 3	Full/Summative	Supervisor

- For those Teachers, Principals and Other Certified Under Superintendent on a limited (annual) contract – non-tenured teacher, the cycle is a one (1) year cycle, consisting of at least the following:

Timeframe	Observation Type	Evaluator
Every Year	Formative Observation Full/Summative Observation	Supervisor

- Teachers with zero (0) years experience will follow the Kentucky Teacher Internship Program (KTIP) process as defined by [KRS 161:100](#), [KRS 161.020](#), [KRS 161.028](#), [KRS 161.030](#), [KRS 161.048](#), [KRS 161.1222](#), [KRS 161.1221](#), [16 KAR 7:010](#), [16 KAR 2:040](#), [16 KAR 2:010](#), and [16 KAR 2:140](#). The process may also have a committee consisting of Teacher Mentor, Building Supervisor, and District Instructional Supervisor:

Timeframe	Observation Cycles:	Evaluators
Cycle 1	Each member of the committee does one observation followed by post-observation meeting within five school days of each observation.	Teacher Mentor Building Supervisor District Instructional Supervisor
Cycle 2	Each member of the committee does one observation and post-observation meeting.	Teacher Mentor Building Supervisor District Instructional Supervisor
Cycle 3	The committee decides to either have one lesson written and recorded for the committee to review OR each member of the committee does one observation and post-observation meeting.	Teacher Mentor Building Supervisor District Instructional Supervisor

KTIP Year Timeframe

- Cycle 1 (1-60 instructional days from orientation meeting)
- Cycle 2 (61-110 instructional days from orientation meeting)

3. Cycle 3 (111-close instructional days from orientation meeting)

KTIP Resources

- **Administrators and Counselors will have a yearly evaluation and all other professionals will follow the teacher observation schedule.**
 - **Whether the administrator’s formative observation is scheduled or unscheduled will be determined at each school. Full observations must be scheduled.**

A pre-observation conference may be in the form of a digital or face-to-face meeting at the discretion of the administrator on a per building basis, and is optional for a formative/drop-in observation, but required when conducting a summative observation. A post-observation shall be required within 5 school days of the formative or summative observation.

The minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle who do not report for work sixty (60) or more consecutive school days, shall enter the cycle at the point of their return to work, or the next cycle if less than 10 days. Any change in the timeline must be agreed upon by the evaluator, evaluatee, and the Director of Personnel Acquisition and Development.

Professional Growth Plan

The individual Professional Growth is a plan whereby the employee establishes goals for enrichment/development/improvement. The plan shall be aligned with specific goals and objectives of the School/District Improvement Plan based on their self-reflection, School/District Professional Development Plan and based upon individual need. Prior to completion of the Professional Growth Plan (PGP) the teacher will complete a self-reflection to assist in identifying areas of professional growth.

Every certified person, including other professionals, will develop an individual professional growth plan annually. PGPs will align with school and/or district improvement plans. PGPs will be reviewed by the administrator and discussed with the evaluatee a minimum of two (2) times per year. The initial development and approval of the professional growth plan will occur within 30 days of the review of the evaluation process. PGPs will be monitored throughout the year. The final review will occur by closing day for teachers. However, a PGP may be carried forward to the next school year when discussed and agreed upon by the evaluator and the evaluatee. Adjustments may be made to the PGP to allow for a second year.

Upon being hired, the new employee (including late hires) shall complete his/her self reflection and PGP within thirty (30) days after the explanation of the evaluation procedures. Any change in the timelines for an individual must be agreed upon by the evaluator, evaluatee, and the Assistant Superintendent. The original copy of the plan shall be monitored by the principal/evaluator.

Recommended Timeline for self-reflection/PGP

August-September	Teacher reflects on his/her current growth needs based on data and identifies an area of focus
September-October	Teacher collaborates with his/her administrator, develops growth plan and action steps

October-December	Implementation/Reflection on progress and impact of the PGP regarding professional practice
January	Modifies plan as appropriate
January-April	Continued implementation and on-going reflection
April-May	Summative reflection on the degree of goal attainment and implications for next steps

Evaluators

An **evaluator** means the immediate supervisor of the certified school personnel member.

Observer Certification

All administrators serving as a primary evaluator must first complete the state-provided (twelve hour) Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. Annually, a minimum of six (6) hours of EILA-approved training will be required.

Additionally, to ensure consistency of observations, evaluators must also be trained on effective observation and evaluation processes by the Assistant Superintendent or designee to develop a deep understanding of evaluation tools and effective observation, conferencing techniques, strategies for providing clear and timely feedback, support in establishing and assisting with a professional growth plan, summative decision techniques and processes to ensure consistent and reliable ratings.

Requirements:

Only supervisors who have completed required evaluation training can conduct formative and summative observations for the purpose of evaluation.

All certified evaluation supervisors will participate in evaluation training. The completion of this training will be monitored by the Assistant Superintendent. Training must be completed within forty five (45) days of their first day of work.

RESPONSIBILITY CHART

Evaluator	Evaluates
Board of Education	Superintendent
Superintendent	Assistant Superintendent Chief Financial Officer Chief Operations Officer Elementary Supervisor Director of Special Education Public Relations Coordinator Principals
Deputy Superintendent	Director of Technology
Director of Special Education	Assistant Director of Special Education Psychologists Educational Diagnosticians Mental Health Consultants Other Support Personnel
Principals	Teachers Assistant/Associate Principals Guidance Counselors/CCR Counselor Library Media Specialists Reading and Math Interventionists Speech/Language Pathologists Instructional Coaches

Evaluation Cycle

The district Evaluation Cycle shall be explained to professionals no later than the end of their first thirty (30) days of reporting for employment for each school year. Annual Formative Cycles shall occur, with Performance Measure ratings through the use of sources of evidence and professional judgment. Summative Ratings are determined using Performance Measure ratings through the use of sources of evidence and professional judgment and the use of the Summative Decision Rules table. Annual and/or Summative Evaluation conferences shall be held annually and can be combined, if appropriate, with Post Observation Conferences. Evaluatees may submit a written statement in response to summative rating and include that response in the official personnel record.

Performance Measure Rating

Performance rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Framework for Personnel Evaluation for certified personnel below the level of superintendent.

Determining the Annual Formative Performance Measure Rating for Tenured Staff Members not in Summative Year

An evaluatee’s Annual Formative Performance Category is determined using the following steps:

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.

Performance Measure	Annual Rating
Planning	I/D/A/E
Environment	I/D/A/E
Instruction	I/D/A/E
Professionalism	I/D/A/E

This chart is used annually, for Annual Formative Ratings

Summative Rating

Summative rating means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

Summative ratings are obtained by considering evidences across all Performance Measures during the cycle, using professional judgment to rate each Performance Measure. Decision Rules are applied for the Overall Summative Rating.

KTIP/0 Years’ Experience

For Teachers with zero (0) years experience who follow the KTIP process and have a committee consisting of Teacher Mentor, Building Supervisor, and District Instructional Supervisor, the committee decides upon a Formative Rating for each observation cycle, with cycle three (3) being summative.

Performance Measure	Cycle 1 (1-60 instructional days from orientation)	Cycle 2 (61-110 instructional days from orientation)	Cycle 3 (111-close instructional days from orientation)
Planning	I/D/A/E	I/D/A/E	I/D/A/E
Environment	I/D/A/E	I/D/A/E	I/D/A/E

Instruction	I/D/A/E	I/D/A/E	I/D/A/E
Professionalism	I/D/A/E	I/D/A/E	I/D/A/E
Rating	Formative Rating I/D/A/E	Formative Rating I/D/A/E	Summative Rating I/D/A/E

Professional Practice Rating Chart-Annual Contract Summative Rating

For **annual contracts (non-tenured)**, the annual rating shall be summative. Summative Decision Rules shall be used for an Overall Summative Rating.

Performance Measure	Annual Contract Summative
Planning	I/D/A/E
Environment	I/D/A/E
Instruction	I/D/A/E
Professionalism	I/D/A/E
Rating	Summative Rating I/D/A/E

Continuing Contract/Tenured Teachers, Principals and Other Certified Under Superintendent:

- Annual Formative: Determine the individual Performance Measure ratings through the use of sources of evidence and professional judgment.
- The summative rating will be the final Performance Rating of the 3 year cycle. This summative rating is based on growth in performance measures over three years with opportunities and feedback, thus, the third year Performance Rating shall be the summative, reflecting the most recent evidences.
- Apply Decision Rules for determining an educator’s Summative Professional Practice Rating.

Professional Practice Rating Chart-Continuing Contract/Tenured Summative Rating

Performance Measure	Year 1 Annual Formative	Year2 Annual Formative	Year 3 Summative
Planning	I/D/A/E	I/D/A/E	I/D/A/E
Environment	I/D/A/E	I/D/A/E	I/D/A/E

Instruction	I/D/A/E	I/D/A/E	I/D/A/E
Professionalism	I/D/A/E	I/D/A/E	I/D/A/E
Rating			Summative Rating I/D/A/E

Criteria for Determining Summative Rating: Decision Rules

IF	THEN
Environment and Instruction are rated: INEFFECTIVE	Summative Professional Practice Rating shall be INEFFECTIVE
Environment OR Instruction are rated: INEFFECTIVE	Summative Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Planning OR Professionalism are rated: INEFFECTIVE	Summative Professional Practice Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Professional Practice Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Professional Practice Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Professional Practice Rating shall be EXEMPLARY

Appeals

Appeals may be made according to 704 KAR 3: 370:

Section 11. District Evaluation Appeals Panel. The district shall provide the following in its system plan for an appeal to the district evaluation appeals panel:

(1) A right to a hearing as to every appeal;

(2) An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the district evaluation appeals panel; and

(3) A right to have the evaluatee's chosen representative present at the hearing.

and District Policy 03.18.AP.11:

Appeals/Hearings

An Appeals Panel shall be established in accordance with KRS Chapter 156 and [704 KAR 003:370](#). As an advisory panel to the Superintendent, 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.

Realizing that the burden of proof lies with the evaluatee, any certified employee who believes s/he received an unfair summative evaluation and believes s/he can substantiate that belief may file and appeal.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel within five (5) working days of the receipt of the summative evaluation. The appeal will be written on the *Evaluation Appeals* form and must be received by the Chairperson of the Appeals Panel no later than five (5) working days of the receipt of the summative evaluation. Appeals not made within five (5) days of the receipt of the summative evaluation will not be considered.

PANEL

The claimant shall release to the Panel any and all evaluative material and records and shall give the Appeals Panel permission to review all such material. When determined by the Panel, upon good reason shown by the claimant in writing, the review may include a non-adversarial hearing. In such an event, both the claimant and evaluator shall be given the opportunity to appear before the Panel to respond to the appeal and to answer questions from the Panel.

No panel member shall serve on any panel on which that member was the evaluator. Whenever a panel member or panel member's immediate family appeals to the Panel, the member shall not serve for that panel. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, nieces, grandparent, and corresponding in-laws.

GUIDELINES

The guidelines listed below shall be followed if it is determined a hearing will be conducted:

1. The Panel shall meet at a time and place set by the Chairperson of the Panel. The claimant and the evaluator shall be notified of the meeting time and place and shall be invited to be present. The hearing will otherwise be a closed session.
2. Any materials to be used in the hearing must be given to the Chairperson five (5) working days before the date of the hearing. Five (5) sets of the materials must be given to the Chairperson so that committee members may review them prior to the hearing. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. 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. 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.

3. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
4. In the event either party is to call witnesses at the hearing, the Panel Chairperson must be notified five (5) working days before the date of the hearing as to the names and positions of each witness.
5. The hearing shall be conducted by the Chairperson of the Panel. In the opening statement by the Chairperson, s/he will review operating procedures for the panel, including order of the presentations. The Chairperson may set time limits for presentations and the questioning time period if s/he so desires. The order of presentations is listed below. Once the hearing has been in session for several hours, the Chairperson will decide whether the hearing should proceed or be scheduled for continuance on another date.
 - a. The claimant shall be expected to present evidence in support of the appeal.
 - b. The evaluator may respond and provide evidence in support of the summative evaluation.
 - c. The Panel may question the claimant and the evaluator as necessary.
 - d. Each party (evaluator and evaluatee) will be asked to make closing remarks.
 - e. The Chairperson will make closing remarks.
6. 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.

In the event the Panel decides that a new evaluation is needed, both copies of the evaluations shall be included in the personnel file.
7. A copy of the panel's written findings shall be filed in the personnel folder.
8. The hearing shall be tape-recorded for use by the Panel in determining a decision to be forwarded to the Superintendent. One (1) set of the materials, including the original tapes, shall be given to the Assistant Superintendent/ Administration and Personnel for storage in a locked file cabinet. The Chairperson shall destroy the remaining sets of materials.

REVIEW

The Panel's review shall be limited to the following:

1. Whether the summative evaluation had a factual basis; and/or
2. Whether the procedures, as set forth in the evaluation plan, were followed by the evaluator; and
3. Whether there was an error in the process, and, if so, whether it was a harmless or substantial error.

PANEL DECISION

The Panel shall forward a written decision to the Superintendent within fifteen (15) working days from the date the appeal was received by the Panel Chairperson.

Once the hearing is completed, the Chairperson will set a time for the panel to meet to review hearing materials and develop the written decision to be forwarded to the Superintendent, with a copy to the claimant and evaluator. The Superintendent may take appropriate action consistent with the Panel's decision. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. When a new evaluation is ordered, both evaluations shall be included in the employee's personnel file.

In the case of an appeal of an evaluation that was conducted by the Superintendent, the Panel shall report its decision to the Board.

The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

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