Washington County Schools

2022-2023 Certified Evaluation Plan

"Commanding Excellence for All"

Our Mission Washington County Schools, in partnership with families, post secondary institutes, and the community, will provide a variety of challenging personalized learning experiences in a nurturing and safe environment, by empowering all students to develop college and career readiness skills in order to become successful contributing members of a global society

Reapproved by the Washington County Board of Education with no changes -

Revised
Approved by the Washington County Board of Education - May 18, 2020
Approved by the Kentucky Department of Education - May 21, 2020

Washington County Evaluation Plan Review Committee

EVALUATION PLAN REVIEW COMMITTEE

KRS 156.577 requires a committee composed of equal numbers of administrators and teachers to develop evaluation procedures and forms. The purposes of Washington County's Evaluation Plan Review Committee shall be: (1) to review the certified employee evaluation plan as adopted by the Board of Education; and (2) recommend improvements/changes.

A teacher and/or an administrator representing each school, and central office personnel will serve on the evaluation plan review committee. The principal of each school will designate the teacher representative.

The committee is advisory only: It neither complements nor supplements that which is required of the Board.

PURPOSE FOR EVALUATION

The purposes of the Washington County Schools' Performance Evaluation are to:
A: Improve instruction for all learners.
B: Provide a system of performance accountability of all certified employees.
C: Provide a means for certified employees to improve their performance.
D: Support individual personnel decisions.

For additional information about the Washington County Schools' Certified Personnel Evaluation Plan, please contact the Director of State and Federal Programs at 859-336-5470.

Washington County Schools

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Washington County Board of Education hereby assures the Commissioner of Education that:

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

Name:	**Title**:
Lee Anne Ater	Administrator - Director of State and Federal Programs
Jason Simpson	Administrator - Director of Special Education
Holly Elmore	Administrator - Principal
Brett Hudson	Administrator - Assistant Principal
Brad McMurtry	Teacher
Samantha Hoppes	Teacher
Jamie McFall	Teacher
Traci Blandford	Teacher

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on 5/23/22 (704 KAR 3:370)

J. Robert Allen Ed.D. — 5/23/22

Signature of District Superintendent — Date

Curtis Hall — 5/23/22

Signature of Chairperson, Board of Education — Date

Employee Orientation to the Certified Evaluation Plan

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. The annual review will include providing either a hard copy or electronic copy of the plan to all new employees and to any returning employee who requests one. The contents of the plan must be reviewed with each employee prior to any observation/evaluation process.

The annual review shall be an explanation of the contents of the evaluation plan, including the evaluation standards and performance criteria for teachers/administrators. Each building principal or designee is responsible annually for developing and explaining to building personnel the Kentucky Framework for Teaching: Domains, Components, Performance Levels, elements, Indicators, Critical Attributes, and other Performance Criteria/Standards in the Certified Evaluation Plan, as well as any criteria that are building specific, based on the Comprehensive School Improvement Plan (CSIP). The Principal is responsible annually for developing and explaining to the assistant principals the EVALUATION PLAN process and the Professional Standards for Educational Leaders (PSEL) in the Certified Evaluation plan, as well as any criteria that are building specific, based on the Comprehensive School Improvement Plan (CSIP) and Comprehensive District Improvement Plan (CDIP). The Superintendent or designee is responsible annually for developing and explaining to the District Personnel the EVALUATION PLAN process and the Professional Standards for Educational Leaders (PSEL) in the Certified Evaluation plan, as well as any criteria that are building specific, based on the Comprehensive School Improvement Plan (CSIP) and Comprehensive District Improvement Plan (CDIP). The superintendent or designee is responsible annually for developing and explaining to district administrators the EVALUATION PLAN process for district administrators and the performance standards in the Certified Evaluation plan, as well as any criteria that are district specific, based on the Comprehensive District Improvement Plan (CDIP).

Washington County Schools' Certified Evaluation plan

The vision for the Certified Evaluation Plan (EVALUATION PLAN) 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.

704 KAR 3:370; Section 4; (2) (a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel, selected by the primary evaluator, may be used to observe and provide information to the primary evaluator.

Roles and Definitions

1. **Administrator:** An EPSB certified administrator 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.

2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.

3. **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.

4. **Certified Administrator:** 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.

5. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.

6. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.

7. **Contributor:** One who holds a position in relation to the evaluatee that makes it possible to provide consultation and assistance to the evaluatee and/or evaluator.

8. **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.

9. **Evaluatee:** Certified school personnel who is being evaluated.

10. **Evaluator:** The primary evaluator pursuant to KRS 156.557(5)(c)2.

11. **Evaluator certification**: Successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

12. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.

13. **Formal Observation:** A process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan. A formal observation will be conducted openly and the evaluatee will have full knowledge of the observation.

14. **Formative Evaluation:** Is defined by KRS 156.557(1)(a). A continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance.

15. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.

16. **Individual Corrective Action Plan (ICAP)/Improvement Plan:** A plan for improvement developed by the evaluator, in collaboration with evaluatee as a result of "Ineffective" rating(s) on the summative evaluation or documented unsatisfactory performance observed at any time during the school year. Specific assistance and activities are identified and progress monitored. The plan for improvement up to twelve months in duration.

17. **Impact Growth Goal:** An optional goal focused on the impact of the other school level professional on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.

18. **Impact Kentucky Survey or TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

19. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.

20. **Leadership Survey (such as Val Ed 360):** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her evaluator, and teachers.

21. **Mini Observation:** An observation conducted by a certified observer for approximately 20-30 minutes in length.

22. **Observation:** a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

23. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the EPSB pursuant to 16 KAR 3:050. This includes but is not limited to school level guidance counselors, library media specialists, school psychologists, speech language pathologists, and school level instructional specialists.

24. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).

25. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.

26. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
    - "Exemplary": consistently exceed expectations for effective performance
    - "Accomplished": consistently meets expectations for effective performance
    - "Developing": inconsistently meets expectations for effective performance
    - "Ineffective": consistently fails to meet expectations for effective performance

27. **Personnel Evaluation System or System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

28. **Principal:** 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.

29. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with the Kentucky Framework for Teaching 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. The plan includes: (a) Goals for professional learning; (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.

30. **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.

31. **Sources of Evidence or Source of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings.

32. **Summative Evaluation:** Is defined by KRS 156.557(1)(d). The summary of, and conclusions from the evaluation data, including formative evaluation data that:
    a. Occur at the end of an evaluation cycle; and

b. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.

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

34. **Teacher:** Certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to 16 KAR 2:010 or 16 KAR 2:020. Includes preschool and alternative settings certified teachers. WCTIP, non-tenured, tenured, special educator

For Additional Definitions and Roles, please see 704KAR 3:370

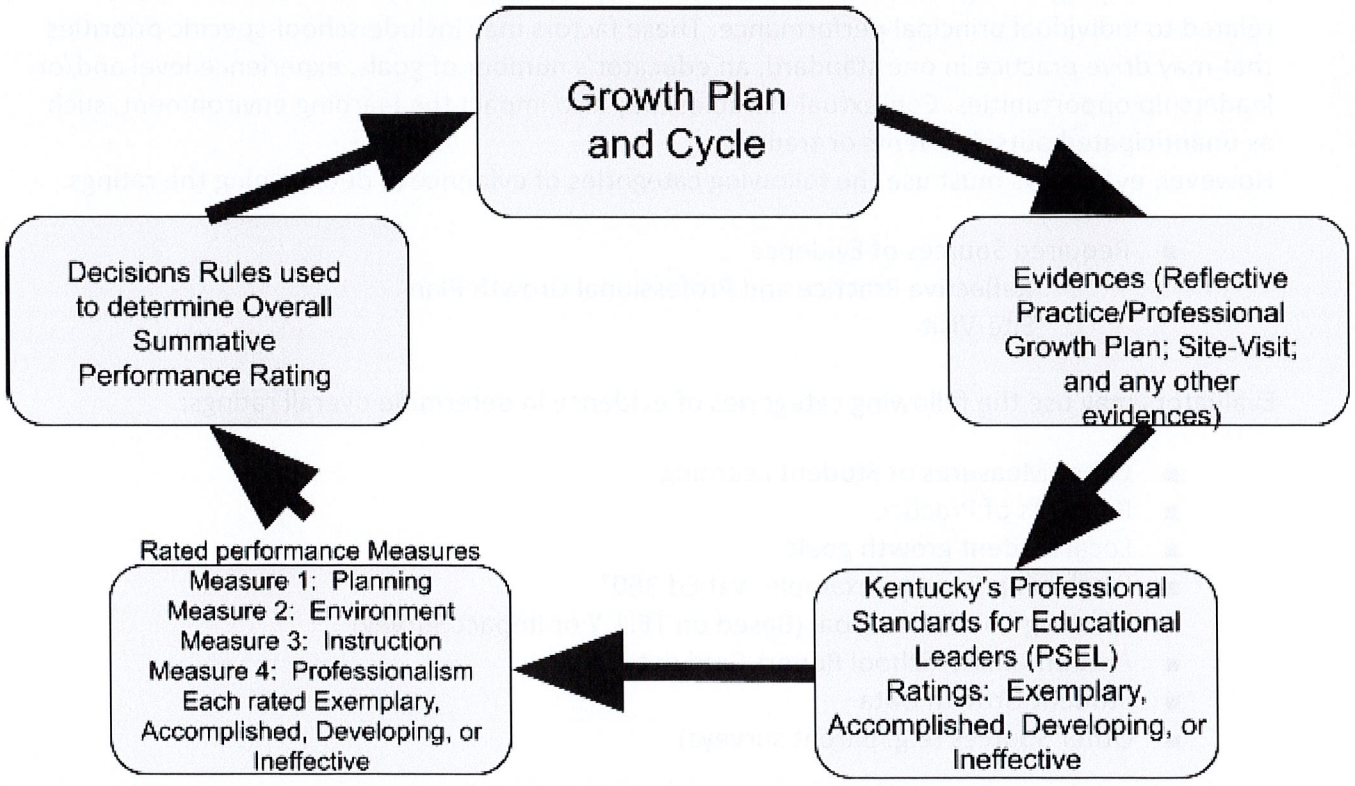
PRINCIPAL AND ASSISTANT PRINCIPALS CERTIFIED EVALUATION PLAN

Principal and Assistant Principals

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

Overview and Summative Model

The following graphic outlines the summative model for the Principal/Assistant Principal Certified Evaluation Plan. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal or assistant principal. The role of evidence and professional judgment in the determination of ratings on the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism as well as the overall rating is paramount in this process. However, professional judgment must be grounded in the common Kentucky's Professional Standards for Educational Leaders (PSEL) and Performance Measures.



The Professional Standards for Educational Leaders (PSEL)

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best practice. Included in the Professional Standards for Educational Leaders (PSEL) are performance indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Professional Standards for Educational Leaders (PSEL) provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the ten standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also consider how principals 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 principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.
However, evaluators must use the following categories of evidence in determining the ratings:

- Required Sources of Evidence
  - Reflective Practice and Professional Growth Plan
  - Site-Visit

Evaluators may use the following categories of evidence in determine overall ratings:

- Other Measures of Student Learning
- Products of Practice
- Local student growth goals
- Leadership Survey –example: Val-Ed 360°
- Working Conditions Goal (Based on TELL Y or Impact Survey)
- Accountability/School Report Card data
- Student Growth Data
- Other Sources (e.g. parent surveys)

Principal or Assistant Principals Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the Principal /Assistant Principals' practice within the Professional Standards for Educational Leaders (PSEL).

- Required Sources of Evidence
  - Reflective Practice and Professional Growth Plan
  - Site-Visit

- Other sources of evidence may include (not a comprehensive list):
  - Agenda and/or Minutes from:
    - SBDM Meetings
    - Faculty Meetings
    - Department/ Grade Level Meetings
    - PLC Meetings
    - Leadership Team Meetings
  - Instructional Round/ Walk-through documentation
  - Budgets
  - EILA/Professional Learning experience documentation
  - Surveys - For example,
    - Parent/Community
    - Staff
    - Students
    - Leadership survey – i.e. Val-Ed
    - Working conditions surveys
  - Professional Organization memberships
  - Parent/ Community engagement events documentation
  - School Schedules
  - Local student growth goals
  - Working conditions growth goals
  - Other information

Timeline for Principal or Assistant Principal Evaluation

Administrator and Superintendent/Designee will work together to implement the steps indicated on the timeline below.

Timeline for Principal/Assistant Principal Evaluation	
Evaluation Criteria and process used to evaluate shall be explained by Superintendent or immediate Evaluator	**No later than thirty (30) calendar days of reporting for employment**
Final approval of the Reflective Practice and Professional Growth Plan	**No later than 90 work days from the first day employee reports for employment**
Review progress of the Reflective Practice and Professional Growth Plan. Modify professional growth plan as appropriate	**On-going and/or Mid-Point Review**
Site visit- minimum of 1	**No later than June 30th**
Summative Overall Performance Evaluation – annual summative evaluation conference, evidences/artifacts, Overall Summative Performance Rating completed, all documents submitted for official personnel record, copy to employee who may include written response	**No later than June 30th**

- Additional conferences/site visit(s) may be held as deemed necessary to monitor a principal/assistant principal evaluation.
- All dates may be adjusted based on changes to the school calendar.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.
- Late Hires and Leaves of Absence –
  - If the leave of absence or late hire interrupts the ability to complete a component of the evaluation cycle by the established timeline, then the timeline may be adjusted by the principal's or assistant principal's immediate evaluator and/or the summative may be delayed the following year. The evidence collected previously in the incomplete year will transfer to the next year.
  - Administrators hired on or after November 1st, may have adjusted timelines and requirements.

- If an evaluatee is placed on an Individual Corrective Action Plan (ICAP) at anytime during the evaluation cycle, the evaluator may revise or modify the evaluatee's Reflective Practice and Professional Growth Plan where the goal(s) and action plan(s) are determined by the evaluator with at minimum one goal focused on targeted professional growth area.

Principal or Assistant Principals Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform the Professional Standards for Educational Leaders (PSEL) Ratings for each principal/assistant principal.

Reflective Practice and Professional Growth Planning

The Professional Growth Plan will address realistic, focused, and measurable professional goals.
The plan can be used to connect data from multiple sources including site-visit conferences, student achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of
the impact of leadership practice on student growth and achievement.

- Completed by Principals and Assistant Principals in collaboration with his or her Evaluator or designee.
- All Principals and Assistant Principals will participate in self-reflection and professional growth planning each year in collaboration with his or her immediate evaluator or designee.
- The Reflective Practice and Professional Growth Planning will include self-reflection, professional growth goal, and professional growth plan.
- The plan will be submitted for approval to the principal's or assistant principal's immediate evaluator.
- The Reflective Practice and Professional Growth Plan will be completed and approved by the principal's or assistant principal's immediate evaluator no later than 90 workdays from the first day the principal or assistant principal reports for employment.
- On-going reflection and/or a mid-point review will occur between Principals/Assistant Principals with his or her immediate evaluator to reflect and/or review progress towards the goals/plan.
- A Reflective Practice and Professional Growth Planning summative review will be completed, approved, and submitted no later than June 15.

Principal and Assistant Principal Site-Visit

Site visits are a method by which the superintendent/designee or principal may gain insight into the principal's/assistant principal's practice in relation to the standards. During a site visit, the superintendent/designee or principal will discuss various aspects of the job with the principal or assistant principal and will use the principal's/assistant principal's responses to determine issues to further explore with the faculty and staff.

A minimum of one (1) site visit is conducted by the superintendent or designee/principal or designee for each principal/assistant principal every year, and utilize the following protocol(s):

- A formal site visit will occur at a minimum of once per year to be completed no later than June 30th.
- The formal site visit will focus at minimum on one of the principal's/assistant principal's targeted Professional Standards for Educational Leaders.
- Following a formal site visit, a post-visit conference shall occur within five (5) working days. During the post-visit conference, evidence towards the principal's/assistant principal's targeted performance standard(s) will be reviewed.
- Post-visit conference documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved template/forms.

Overall Summative Rating Process

A principal's/assistant principal's Overall Performance Rating is determined by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by Professional Standards for Educational Leaders (PSEL):

Performance Criteria	**Performance Measures**			
	Planning	**Environment**	**Instruction**	**Professionalism**
Principal/Assistant Principal Professional Standards for Educational Leaders (PSEL)	**Standard 1** Mission, Vision and Core Values **Standard 9** Operations and Management **Standard 10** School Improvement	**Standard 3** Equity and Cultural Responsiveness **Standard 7** Professional Community for Teachers and Staff	**Standard 4** Curriculum, Instruction and Assessment **Standard 5** Community of Care and Support for Students **Standard 6** Professional Capacity of School Personnel	**Standard 2** Ethics and Professional Norms **Standard 8** Meaningful Engagement of Families and Community

- Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each of the standards.
- The Principals/Assistant Principals must provide copies of sources of evidence for the identified targeted Professional Standards for Educational Leaders (PSEL) for the year to the evaluator. The evaluator will determine if copies of sources of evidence are needed to support non-targeted standard(s).
- Each Performance Measure is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the Professional Standards for Educational Leaders (PSEL).
    a. Planning - Standard 1, Standard 9, AND Standard 10
    b. Environment - Standard 3 AND Standard 7
    c. Instruction - Standard 4, Standard 5, AND Standard 6
    d. Professionalism - Standard 2 AND Standard 8

Performance Measures Rating Decision Rules

In order to determine the rating for each Performance Measure, the following decision rules will be applied.

If…..	Then…..
One standard is rated Developing, and one or more standard(s) is/are rated Accomplished	The Performance Measure shall be rated Accomplished
One standard is rated Developing, and one or more standard(s) is/are rated Exemplary	The Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one or more standard(s) is/are rated Exemplary	The Performance Measure shall be rated Exemplary
Two standards are rated Developing	The Performance Measure shall be rated Developing
One standard is rated as Ineffective	The Performance Measure shall not be any higher than Accomplished
Two standards are rated Ineffective	The Performance Measure shall be Ineffective

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the principal's/assistant principal's final Overall Summative Rating.

If…..	Then…..
Two Performance Measures are rated Developing and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing and Two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished and Two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be any higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be any higher than Accomplished

- The principal's or assistant principal's overall rating will be documented **no later than June 30th.**
- All summative rating documentation shall be documented using the evaluation records platform (i.e. Paper copies, uploaded in V-Class/google drive) and will be part of each employees' official personnel record.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

Principal or Assistant Principal Professional Growth Plan and Summative Cycle

Based on the Overall Summative rating, evaluators will determine the type of Professional Growth Plan required of the principal/assistant principal by applying the following Professional Growth Plan Model.

Kentucky Professional Growth Plan Model for Principals/Assistant Principals Type Professional Growth Plan Based on Overall Summative Rating		
Overall Summative Rating	**Exemplary**	"Shall" have a minimum of a self-directed Professional Growth Plan. The PGP will be developed by the evaluatee and approved by the evaluator
	Accomplished	"Shall" have a minimum of a Professional Growth Plan developed in collaboration with the evaluator and approved by the evaluator
	Developing	"Shall" have a minimum of a Professional Growth Plan with professional growth goals determined by the evaluator. The growth plan will be developed in collaboration with the evaluator and approved by the evaluator
	Ineffective	"Shall" have a minimum of a Professional Growth Plan (Improvement Plan), for a duration of up to one (1) year, with the professional growth goals and plan developed by the evaluator

- An evaluatee can be placed on an Individual Corrective Action Plan (ICAP) at any time during the evaluation cycle.

- All dates and requirements may be adjusted based on the Superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

CERTIFIED TEACHER AND OTHER CERTIFIED SCHOOL LEVEL PROFESSIONALS

EVALUATION PLAN

The Certified Evaluation Plan for Teachers and Other School Level Professionals

The vision for the Certified Evaluation Plan is to have every student taught by effective teachers and other school level professionals. The goal is to create a fair and equitable system to measure teacher and other school level professional's effectiveness and act as a catalyst for professional growth.

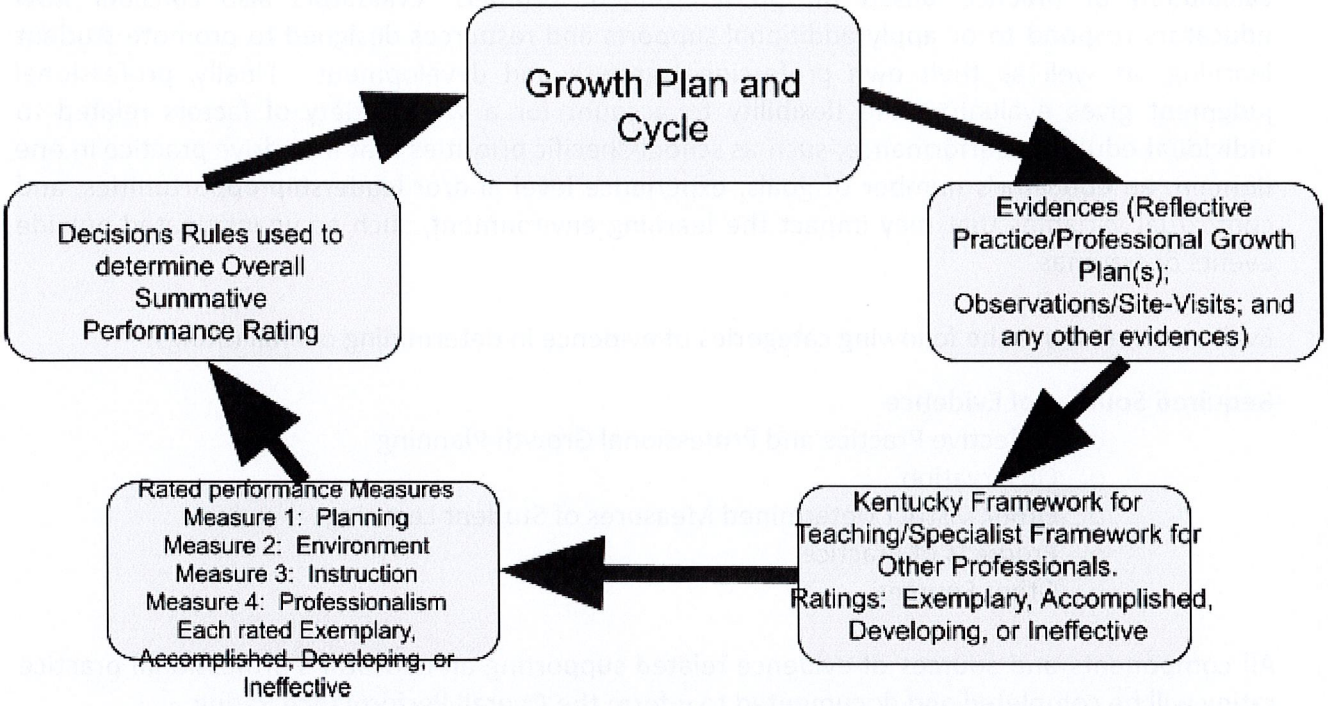
Overview and Summative Model

The following graphic outlines the summative model for teachers and other school level professionals Certified Evaluation Plan. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a teacher and other school level professionals. The role of evidence and professional judgment in the determination of ratings on the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism as well as the overall rating is paramount in this process. However, professional judgment must be grounded in the common

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

Performance Criteria And Role	*Measures*			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals.



The Kentucky Framework for Teaching/Specialist Frameworks for Other School Level Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching/Specialist Frameworks for Other Professionals
Planning and Preparation
Classroom Environment OR Environment
Instruction OR Delivery of Service
Professional Responsibilities

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 consider 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.

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

Required Sources of Evidence

- Reflective Practice and Professional Growth Planning
- Observation
- Other District Determined Measures of Student Learning
- Products of Practice
- Other Sources

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

Washington County Reflective Practice and Professional Growth Plan - PGP

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

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

An employee's Reflective Practice and Professional Growth Plan (PGP) must be aligned with the specific goals, objectives, and action plans of the Comprehensive School Improvement Plan (CSIP) and Professional Development plan, and the Evaluation Standards and Performance Criteria of the district evaluation system.

The Professional Growth Plan can be built as early **as May 1 of the current year** and **no later than September 30th of the ensuing school year for continuing employees.** The advantage of including the PGP in the spring for the next school year is that professional development activities tied to professional growth goals may be available for the certified employee during the summer before the next school year. The PGP must be completed with **employees new to a building** (newly hired or transferred employees) within **30 workdays of employee's reporting for employment**.

Implementation of the Professional Growth Plan is to begin as soon as the plan is completed and signed by both the evaluator and evaluatee. Signatures indicate knowledge of expectations.

- All certified teachers and other certified school level professionals will participate in reflective practices and professional growth planning each year.
- Documentation of reflective practices and professional growth planning will follow the district-determined process.
- All certified teachers and other certified school level professionals will use the Kentucky Framework applicable to their position:
    - Certified Teachers (including pre-school and alternative schoolteachers)– Kentucky Framework for Teaching
        - Based on the teaching method at the alternative school, some of the indicators may not be applicable to certified teachers within the alternative setting.
    - Counselors – Kentucky Framework for School Guidance Counselors
    - School Level Instructional Specialists – Kentucky Framework for Instructional Specialists
    - Librarians – Kentucky Framework for School Library Media Specialists
    - School Level Psychologists – Kentucky Framework for School Psychologists
    - Speech Language Pathologists – Kentucky Framework for Speech Language Pathologists
- The level of support is determined by the previous year's Professional Growth Plan and Summative Cycle results.
- All certified teachers and other certified school level professionals new to the district with more than 4 years of experience will be on a one-year directed cycle.
- Returning part-time retired certified teachers, other certified school level professionals, and adjunct teachers who are hired in a part-time position or less than part-time position must complete the Reflective Practice and Professional Growth Planning annually.

Reflective Practice and Professional Growth Planning Timeline

Certified teacher and other certified school level professionals Reflective Practice and Professional Growth Plan Timeline	
Step	**Timeline**
• Completed and approved Reflective Practice and Professional Growth planning documentation based on type of professional growth plan and summative cycle identified deadline (See below Professional Growth Plan and Summative Cycle) • Reflective Practice and Professional Growth Plan along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.	**Returning Certified Staff** **As early as May 1st, and no later than 30 calendar days of employee reporting for employment of the ensuing school year.** **or** **Newly Hired, Late Hired, or Transferred Certified Staff** **Within 30 calendar days of employee's reporting for employment**
• Implement action plan	**Immediately upon principal or designee approval of Professional Growth Plan**
• Reflect on the Professional Growth Plan and modify the plan if appropriate with approval by the principal or designee	**Ongoing**

• Mid review of progress towards professional growth goal
  ○ Reflection focused on status of action plan and professional growth goal
  ○ Revise goals and/or action plans if needed
  ○ Document reflection, revisions, and/or modifications
• Submit review/revisions to principal or designee for approval.
	Returning Certified Staff
	Mid-Year date to be established by principal or designee
	
	Newly Hired, Late Hired, or Transferred Certified Staff
	Date to be established by principal or designee

• Complete a summative reflection focused on the level of goal attainment and implications for next steps. • Submit summative reflection along with supporting evidence to principal or designee for review, revisions, and/or approval. • Completed and signed reflective practice and professional growth planning documentation by evaluator and evaluatee.	**No later than closing day and/or prior to development of a new PGP for the ensuing year.** ***If summative year of the evaluation cycle, no later than April 15**
• Late Hires or Leaves of Absence	

- If the leave of absence or late hire interrupts the ability to complete a component of the evaluation cycle by the established timeline, then the timeline may be adjusted by the immediate evaluator and/or the summative may be delayed the following year. The evidence collected previously in the incomplete year will transfer to the next year.
- Certified teachers and other certified school level professionals hired on or after November 1st, may have adjusted timelines and requirements. Additional conferences/site visits may be held as deemed necessary to monitor an evaluation.

- Additional reflective Practice and professional growth planning meetings may be held as deemed necessary to monitor the evaluation process.
- All dates may be adjusted based on changes to the school calendar.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.
- If an evaluatee is placed on an Individual Corrective Action Plan (ICAP) at anytime during the evaluation cycle, the evaluator may revise or modify the evaluatee's Reflective Practice and Professional Growth Plan where the goal(s) and action plan(s) are determined by the evaluator with at minimum one goal focused on targeted professional growth area.
- Reflective Practice and Professional Growth Plan along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.

Washington County Schools Observation/Workplace Visit

The observation process is one source of evidence to determine certified school personnel effectiveness that includes evaluator observation/workplace visit. Evaluator observations will use the same instruments. The evaluator observation will provide documentation and feedback to measure the effectiveness of a certified school personnel professional practice. The evaluator observations along with other supporting evidence will be used to inform a summative rating. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

The observation model must fulfill the following minimum criteria provided in 704 KAR 3:345 and KRS 156.557:

- Three observations in the summative cycle. A minimum of three observations conducted by the evaluator.
- The selection of the third-party observer shall be determined through mutual agreement by the evaluator and the evaluatee. A teacher or other certified school personnel who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.
- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment.

- All monitoring or observation of performance of a certified school personnel member shall be conducted openly and with full knowledge of the personnel member.

All observation documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform (i.e. paper/pencil, electronic template, or uploaded in V-Class/google docs).

Washington County will use the following Observation/Workplace Visit Models:

The following guidelines and timelines are based on the minimum requirements of the Washington County Certified Evaluation Plan. Principals may require additional observations at any point of the cycle.

(1) Kentucky Teacher Internship Program (K-TIP)

All first-year teachers will follow the guidelines set forth through the Washington County Teacher Internship Program. WCTIP documentation will be included in the WCTIP evaluatee's official personnel record at the end of the cycle.

- Note: There are seven (7) Kentucky Revised Statutes and four (4) Kentucky Administrative Regulations that govern WCTIP. It is possible that amendments may be in process and/or change. If any changes occur which would cause a substantial change(s) in the Kentucky Teacher Internship Program, the 50/50 committee will make recommendations to revise this portion of the Certified Evaluation Plan.

(2) Observation Model for All Fulltime Certified Teachers and Other School Level Professionals

The evaluator will conduct a minimum two mini observations/workplace visits of approximately 20-30 minutes each. The evaluator will conduct a minimum of one formal observation/workplace visit consisting of a full class or lesson observation. The summative year of the cycle will consist of a minimum of one formal evaluator observation/workplace visit. The observation/workplace visit cycle including all documentation must be completed by April 15th of the summative year. The evaluator may conduct additional mini or full observations/workplace visits. Observations/workplace visits may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

- All observation/workplace visit documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform (i.e. in writing within the certified personnel folder, google docs, V-Class, or WCTIP intern management system)
- A minimum of one evaluator mini observation/workplace visit each year is all that is required for returning part-time retired certified teachers, part-time other

certified school personnel, or adjunct teachers who are hired in a part-time position or less than part-time position.

- Teachers and other school level professionals may be selected to be on a one year directed cycle at the discretion of the evaluator
- The evaluator may conduct additional mini or full observations/workplace visits.
- The evaluator will determine the schedule for the observations/workplace visits.
- Late Hires or Leaves of Absence
    - If a late hire or leave of absence interrupts the ability to complete the observations/workplace visits by the established timeline, then the observation/workplace visits timeline may be adjusted by evaluator.
- All dates may be adjusted based on changes to the school calendar.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

(a) One Year Certified Teacher/Other Certified School Level Professional on a One Year Directed Cycle, Guidance Counselors on a One-Year Self Directed Cycle, and Certified Teacher/Other Certified School Level Professionals with an Individual Corrective Action Plan (ICAP)/Improvement Plan Timeline (3 observations minimum in the 1-year cycle)

Certified Teacher/Other Certified School Level Professional on a One Year Directed Cycle, Guidance Counselors on a One-Year Self Directed Cycle, and Certified Teacher/Other Certified School Level Professional with an Individual Corrective Action Plan (ICAP)/Improvement Plan Timeline			
Observation Type	**Frequency**	**Observer**	**Timeline * ** **
Mini Observation (Teachers) or Workplace Visit (Other Professionals (20-30 minutes)	Minimum of 2 per year	Principal/designated administrator	Once staff has been trained on the evaluation system and prior to the full (formal) observation. Completed no later than April 15th.
Full Observation (Teachers) or Workplace Visit (Other Professionals (Class period or lesson)	Minimum of 1 per year	Principal/designated administrator	Completed no later than April 15th.

(b) Certified Teachers and Other School Level Professionals on a Three-Year Self-Directed Cycle (3 observations minimum in the 3-year cycle)

Certified Teachers and Other School Level Professionals on a Three-Year Self-Directed Cycle (4 observations minimum in the 3-year cycle)			
Summative Year – Year 3 or the three-year cycle			
Observation Type	**Frequency**	**Observer**	**Timeline**
Full Observation (Teachers) or Workplace Visit (Other Professionals) (Class period or lesson)	Minimum of 1 time in the Summative year	Principal/designated administrator	Completed no later than April 15th. Must be completed in the summative year.
Formative Years – Year 1 and Year 2 of the three-year cycle			
Observation Type	**Frequency**	**Observer**	**Timeline**
Mini Observation (Teachers) or Workplace Visit (Other Professionals) (20-30 minutes)	Minimum of 1 time per year in each of the Formative years	Principal/designated administrator	Once staff has been trained on the evaluation system. Completed no later than April 15th.

(c) Certified Teachers and Other School Level Professionals who do not report for work sixty (60) or more consecutive school days prior to the April 15th deadline.

(d) Certified Teachers and Other School Level Professionals who do not report for work sixty (60) or more consecutive school days			
Observation Type	**Frequency**	**Observer**	**Timeline**
Mini Observation (Teachers) or Workplace Visit (Other Professionals) (20-30 minutes)	Minimum of 1 per year	Principal/designated administrator	Must be completed in the summative year. Completed no later than April 15th.
Full Observation (Teachers) or Workplace Visit (Other Professionals	Minimum of 1 per year	Principal/designated administrator	After all mini observations are completed. Completed no later than April 15th. Must be completed in the summative year.

Observation/Workplace Visit Conferencing

Observers will adhere to the following observation/workplace visit conferencing requirements.

(1)Mini Observations/Workplace Visit Conferencing:

- Pre-observation/workplace visit communication may occur through written electronic correspondence or face to face at the discretion of the evaluator.
- If pre-observation/workplace visit communication is requested by the evaluator, correspondence must be completed a minimum of one (1) working day prior to the scheduled observation.
- If pre-observation/workplace visit communication occurs and the certified school personnel requests face to face communication, the evaluator must meet face to face.
- The evaluator may complete a mini observation/workplace visit without pre-observation/workplace visit communication.
- Post-observation/workplace visit communication may occur through written electronic correspondence or face to face at the discretion of the evaluator.
- The post-observation/workplace visit communications shall occur within five (5) working days following the observation/workplace visit.

(2) Formal Observations/Workplace Visit Conferencing:

- Pre-observation/workplace visit communication shall occur through either written electronic correspondence or face to face at the discretion of the evaluator.
- If the teacher or other school level professional requests pre-observation/workplace visit communication to occur face to face, the evaluator must meet face to face.
- Pre-observation/workplace visit communication must be completed a minimum of one (1) working day prior to the scheduled observation/workplace visit.
- Post-observation/workplace visit conference with the evaluator will occur face to face within five (5) working days following each formal observation/workplace visit.

Evaluator Training

All administrators serving as a primary evaluator for certified teachers or other school level professionals must complete the following training requirements prior to conducting observations/workplace visits for the purpose of evaluation:

First year primary evaluators for certified teachers or other school level professionals training:

1. Complete prior to first observation:
    a. The initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department shall be completed by any first-year evaluators;
    b. Engage in a district approved training specific to observation techniques; and
    c. The below required training for all primary evaluators.

All primary evaluators for certified teachers or other school level professionals training:

2. A minimum of six (6) hours annually of the personnel evaluation system approved by the Effective Instructional Leadership Act (EILA). At minimum training in effective observation and conferencing techniques, providing clear and timely feedback, in establishing and assisting with a professional growth plan, and/or in summative decision techniques, KRS 156.557, shall occur yearly.

Washington County's Products of Practice/Other Sources of Evidence

Teachers and other school level professionals may provide additional evidence to support assessment of their own professional practice. These evidence should yield information related to the teacher's or other school level professionals' practice within the domains.

Evidence provided in support of educator practice must include data from the following:

- ☐ Observations/workplace visits conducted by certified evaluator observer(s)
- ☐ Reflective practice and professional growth plans(s)

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

- ☐ Program Review evidence
- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations
- ☐ student voice Surveys
- ☐ student growth data
- ☐ student data records
- ☐ student work
- ☐ student formative and/or summative course evaluations/feedback
- ☐ minutes from PLCs
- ☐ teacher or other school level professional's reflections and/or self-reflections
- ☐ teacher or other school level professional's interviews
- ☐ teacher or other school level professional's committee or team contributions
- ☐ parent engagement surveys
- ☐ records of student and/or teacher or other school level professional's attendance
- ☐ video lessons/professional learning sessions/meetings
- ☐ engagement in professional organizations
- ☐ action research
- ☐ peer observation
- ☐ other

The above list is not comprehensive.

Determining the Overall Summative Rating

Evaluators are responsible for determining an Overall Summative Rating for each teacher and other school level professionals at the conclusion of the summative evaluation year. A teacher/other professional's Overall Performance Rating is determined by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure's rating is based on professional judgment informed by evidence that demonstrates the educator's performance against the Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals Domains, district-developed documents, and decision rules that establish a common understanding of performance thresholds to which all educators are held. Performance will be rated for each Performance Measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

The Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains aligned to the four (4) Performance Measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice and rate the teacher each Domain of the Kentucky Framework for teaching and Specialist Frameworks for Other School Level Professionals according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary.

Each of the four (4) Kentucky Framework for Teaching and Specialist Frameworks for Other School Level Professionals Domains align to each of the four (4) Performance measures shown within the following charts:

Teacher Performance Measures aligned to the Kentucky Framework for Teaching

Performance Measures	**Planning**	**Environment**	**Instruction**	**Professionalism**
Performance Criteria KY Framework for Teaching	**Domain 1** Planning & Preparation	**Domain 2** Classroom Environment	**Domain 3** Instruction	**Domain 4** Professional Responsibilities

Other Professionals Performance Measures aligned to the Kentucky Framework for Teaching

Performance Measures	Planning	Environment	Instruction	Professionalism
Performance Criteria KY Framework for Teaching Specialist Framework for Other Professionals	**Domain 1** Planning & Preparation	**Domain 2** The Environment	**Domain 3** Delivery of Service	**Domain 4** Professional Responsibilities

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain and rated Performance Measure at the culmination of an educator's cycle.

An evaluatee's Overall Performance Rating is determined using the following criteria:

- Evaluators will determine the individual domain ratings (Exemplary, Accomplished, Developing, or Ineffective) using sources of evidence and professional judgment. Each Performance Measure will be rated Exemplary, Accomplished, Developing, or Ineffective based on the final Domain rating:
  e. Domain 1: Planning & Preparation Rating = Performance Measure Planning Rating
  f. Domain 2: The Classroom Environment/Environment Rating = Performance Measure Environment Rating
  g. Domain 3: Instruction/Delivery of Service = Performance Measure Instruction Rating
  h. Domain 4: Professional Responsibilities = Performance Measure Professionalism Rating

- Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the teacher's or other school level professional's final Overall Summative Rating.

If....	Then....
Two Performance Measures are rated Developing, and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished, and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary

Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be any higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be any higher than Accomplished

- The evaluator will provide a summative rating for each Performance Measure based on evidence for all teachers and other school level professionals on a summative year no later than April 15.
- All summative rating documentation along with supporting evidence shall be documented using the local evaluation committee and local board of education approved platform (i.e. Paper copies, uploaded in V-Class, and/or google docs) and will be part of each employee's official personnel record.
- Leaves of Absence – Summative Overall Performance Rating requirements remain the same for Certified Teachers or Other Certified School Level Professionals on leave of absence; however, times may have to be adjusted as needed. If the leave of absence interrupts the ability to complete the summative cycle by the established timeline, then the summative may be delayed the following year. The evidence collected previously in the incomplete year will transfer to the next year.
- All dates may be adjusted based on changes to the school calendar.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

Professional Growth Plan and Summative Cycle for Certified Teachers and Other Professionals

Based on the Overall Summative Performance Rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the charts below.

Overall Rating	Three Year Certified Teachers and Other Professionals Type and Length of Professional Growth Plan and Summative Cycle
Exemplary	**Three-Year Self-Directed Cycle** • Goal(s) and action plan set by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review annually • Summative occurs at the end of year 3
Accomplished	
Developing	**One-Year Directed Cycle**

	• Goal(s) set by evaluator with educator input • Action plan designed by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at the end of year 1
Ineffective	**Up To 12-Month Improvement Cycle** • An Individual Corrective Action Plan (ICAP)/Improvement Plan must be developed • Goal determined by evaluator • Action Plan determined by evaluator • On Goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at end of plan

Overall Rating	**Yearly Certified Personnel Type and Length of Professional Growth Plan and Summative Cycle**
Exemplary **Accomplished**	**One-Year Self-Directed Cycle** • Goal(s) and action plan set by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review annually • Summative occurs at the end of each year
Developing	**One-Year Directed Cycle** • Goal(s) set by evaluator with educator input • Action plan designed by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at the end of each year
Ineffective	**Up To 12-Month Improvement Cycle** • An Individual Corrective Action Plan (ICAP)/Improvement Plan must be developed • Goal determined by evaluator • Action Plan determined by evaluator • On Goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at end of plan

- **New to the District Non-Tenured Certified Teachers and Other Professionals** will follow the One-Year Cycle Directed Growth Plan.

- **Returning Non-Tenured Certified Teachers and Other Professionals** will follow the One-Year Cycle Directed Growth Plan Cycle UNLESS the previous year's Professional Practice Rating was INEFFECTIVE which would result in an UP to 12-Month IMPROVEMENT PLAN.

- An evaluatee can be placed on an Individual Corrective Action Plan (ICAP) at any time during the evaluation cycle.

- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

Performance Criteria And Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

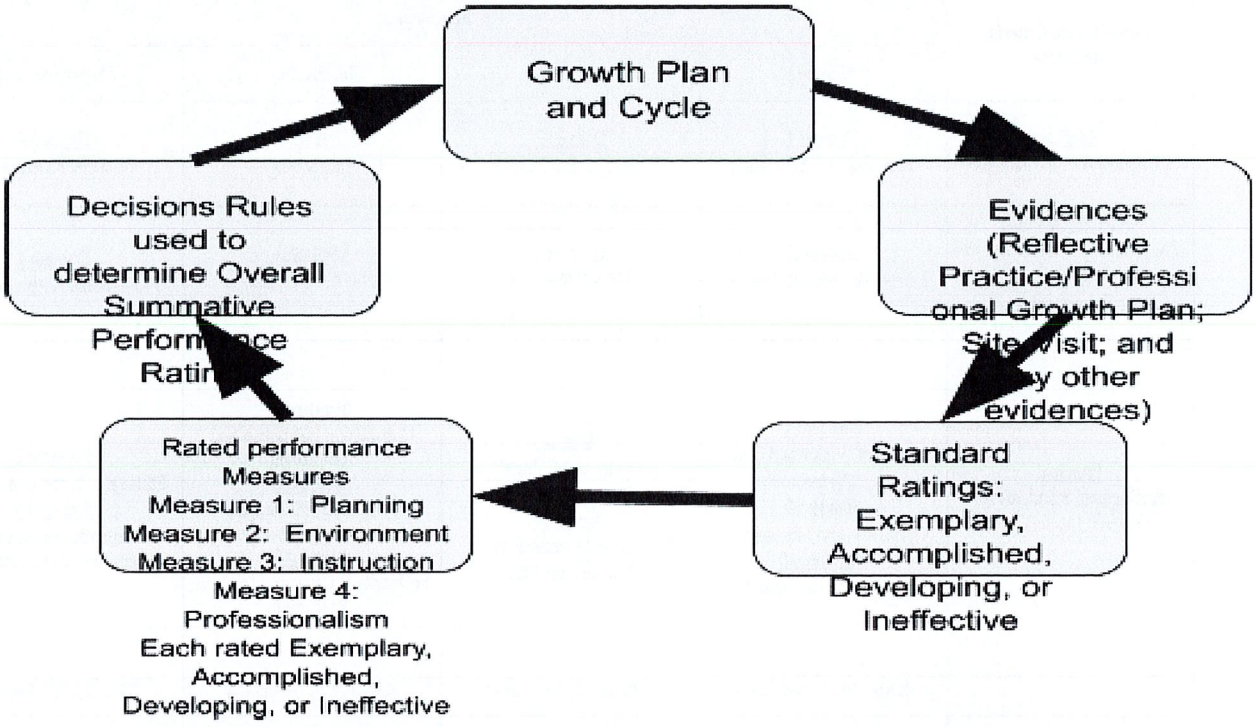
OTHER CERTIFIED DISTRICT PERSONNEL EVALUATION PLAN

Other District Certified Personnel

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

Overview and Summative Model

The following graphic outlines the summative model for the Other Certified District Personnel Certified Evaluation Plan.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a certified district employee. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework standards identified.

Determining Other Certified District Personnel Performance Standards

Each Certified District Staff member along with his or her evaluator will collaborate to determine the best standards based on the job responsibilities of the position held. For example, the Chief Academic Officer in collaboration with the District Superintendent may decide to use the Superintendent Effectiveness Standards as the focus of his or her Certified Evaluation Plan process for the year. The standards must be nationally recognized as well as grounded in research for district and school improvement (I.E. Kentucky NxG Superintendent Effectiveness Standards, Council for Exceptional Children Advanced Professional Standards: Special Education Administration Specialist or Gifted Education; or Kentucky Framework for Teaching Specialist Framework for Other Professionals). The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a certified District staff member's professional practice will be situated within one or more of the standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most certified District staff members will maintain an Accomplished rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

- NOTE: If both the evaluator and evaluatee identify standards other than the following, both the evaluator and evaluatee must conduct an alignment of the Performance Criteria which are the Standards to the Four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism.
    - Professional Standards for Educational Leaders (PSEL)
    - Kentucky NxG Superintendent Effectiveness Standards
    - Council for Exceptional Children Advanced Professional Standards: Special Education Administration Specialist
    - Council for Exceptional Children Advanced Professional Standards: Gifted Education
    - Kentucky Framework for Teaching Specialist Framework for Other Professionals
- The alignment must be approved by the Washington County Board of Education prior to any evaluation activities.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also consider how the certified District staff member responds 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 certified District staff member performance. These factors may include district-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

However, evaluators must use the following categories of evidence in determining overall ratings:

- Required Sources of Evidence
    - Reflective Practice and Professional Growth Plan
    - Workplace Visit

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

- Other Measures of District/School Improvement
- Products of Practice
- Local Impact Goal data
- Other Sources (e.g. parent surveys)

Timeline for Other Certified District Personnel

Timeline for Other Certified District Personnel	
Evaluation Criteria and process used to evaluate shall be explained by Superintendent or immediate Evaluator	**No later than thirty (30) calendar days from the first day employee reports for employment**
Final approval of the Reflective Practice and Professional Growth Plan which includes Self-Reflection and Professional Growth Goal	**No later than 90 work days from the first day employee reports for employment**
Review progress/reflections on growth/goals and modify professional growth plan as appropriate	**On-going and/or Mid-Point Review**
Workplace Visits- minimum of 1 *Late hires – hired after the last day in October – minimum of 1	**Certified District Personnel without Administration Certification – No later than April 15th** **Certified District Personnel with Administration Certification - No later than June 30th**
Summative Overall Performance Evaluation – annual summative evaluation conference, evidences/artifacts, all documents submitted for official personnel record, copy to employee who may include written response	**Certified District Personnel without Administration Certification – No later than April 15th** **Certified District Personnel with Administration Certification - No later than June 30th**

- Additional conferences/site visits may be held as deemed necessary to monitor an evaluation.
- All dates may be adjusted based on changes to the school calendar.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.
- Late Hires and Leaves of Absence –
    - If the leave of absence or late hire interrupts the ability to complete a component of the evaluation cycle by the established timeline, then the timeline may be adjusted by the principal's or assistant principal's immediate evaluator and/or the summative may be delayed the following year. The evidence collected previously in the incomplete year will transfer to the next year.
    - Administrators hired on or after November 1st, may have adjusted timelines and requirements.
- If an evaluatee is placed on an Individual Corrective Action Plan (ICAP) at anytime during the evaluation cycle, the evaluator may revise or modify the evaluatee's Reflective Practice and Professional Growth Plan where the goal(s) and action plan(s) are determined by the evaluator with at minimum one goal focused on targeted professional growth area.

Other Certified District Personnel Professional Practice

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

Reflective Practice and Professional Growth Planning

- **Completed by District Staff members in collaboration with his or her Evaluator or designee.**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including workplace visits, conferences, and professional growth needs identified through self-assessment and reflection. Self-reflection improves an educational leader's practice through ongoing, careful consideration of the impact of leadership practice on district and school improvement.

- All Certified District Staff members will participate in reflective practice and professional growth planning each year in collaboration with his or her immediate evaluator or designee.
- The Reflective Practice and Professional Growth Planning will include self-reflection, professional growth goal, and professional growth plan.
- The plan will be submitted for approval to the certified district staff member's immediate evaluator or designee.
- The Reflective Practice and Professional Growth Plan will be completed and approved no later than 90 work days from the first day the certified district staff member reports for employment.
- On-going reflection and/or a mid-point review may occur between the district certified staff member with his or her immediate evaluator to reflect and/or review progress towards the goals/plan.
- A Reflective Practice and Professional Growth Planning summative review will be completed, approved, and submitted no later than April 15th for Certified District Personnel without Administration Certification or no later than June 30th for Certified District Personnel with Administration Certification.
- Late Hires and Leaves of Absence
    - Reflective practice and professional growth planning requirements remain the same for certified district personnel who are hired late or take a leave of absence; however, times may have to be adjusted as needed.
    - If a late hire or leave of absence interrupts the ability to complete the reflective practice and professional growth planning by the established timeline, then the reflective practice and professional growth planning timeline may be adjusted and approved by the Superintendent.
- Reflective practice and professional growth planning documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.

Other Certified District Personnel Workplace Visit

Workplace visits are a method by which the superintendent or designee may gain insight into the certified district staff member's practice in relation to the standards. During a workplace visit, the superintendent or designee will discuss various aspects of the job with the certified district staff member and will use the district staff member responses to determine issues to further explore with the faculty and staff. Additionally, the

district staff member may explain the successes and trials experienced in relation to school improvement. Workplace visits are conducted by the superintendent or designee for each district staff member every year, and utilize the following protocol(s):

- Workplace visit will occur at a minimum of once (1) per year to be completed no later than April 15 for certified district personnel without an administrator certification or June 30th for certified district personnel with administrator certification.
- The workplace visit will focus at minimum on the certified district staff member's identified targeted performance standard(s).
- Following a workplace visit a post-visit conference shall occur. During the post-visit conference, evidence towards the district staff member's identified targeted performance standard(s) will be reviewed.
- Post-visit conference documentation along with supporting evidence may be documented using the local evaluation committee and local board of education approved platform.
- Certified district personnel who are hired after the last day in October will have at a minimum one-site visit completed no later than April 15 for certified district personnel without an administrator certification or June 30th for certified district personnel with administrator certification.
- Late Hires and Leaves of Absence
    - If the late hire or leave of absence interrupts the ability to complete the formal site-visit by the established timeline, then the formal site-visit timeline may be adjusted.

Other Certified District Personnel Products of Products of Practice/Other Sources of Evidence

Other certified district personnel may provide additional evidence to support assessment of their own professional practice. These evidence should yield information related to the other certified district staff member practice within the standards.

- Other sources of evidence may include (not a comprehensive list):
    - Board of education agenda and minutes
    - Professional learning agenda
    - Committee meeting agendas
    - Comprehensive District Improvement Plan
    - Department Agendas and Minutes
    - PLC Agendas and Minutes
    - Leadership Team Agendas and Minutes
    - Instructional Round/Walk-through documentation
    - Budgets
    - Local Impact Goals
    - EILA/Professional Learning experience documentation
    - Surveys
    - Professional Organization memberships
    - Parent/Community engagement surveys
    - Parent/Community engagement events documentation
    - Assessment and accountability data
    - Grant opportunities
    - Curriculum documents
    - Products of practice
    - Evidences of facilitating professional learning opportunities
    - Monitoring documentation
    - Program implementation guides
    - Schedule
    - Other

Determining the Overall Performance Rating for Other Certified District Personnel

Evaluators are responsible for determining an Overall Performance Rating for each certified district staff member at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the evaluator based on four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism. Each Performance Measure is supported by one or more of the identified standards. The following charts represent the alignment of standards to the four performance measures based on the Professional Standards for Educational Leaders (PSEL); Kentucky NxG Superintendent Effectiveness Standards; CEC Advance Standards: Special Education Administration Specialist Standards; CEC Advance Standards: Gifted Education; or Kentucky Framework for Teaching Specialist Frameworks for Other Professionals:

Performance Criteria	**Performance Measures**			
	Planning	**Environment**	**Instruction**	**Professionalism**
Professional Standards for Educational Leaders (PSEL)	**Standard 1** Mission, Vision and Core Values **Standard 9** Operations and Management **Standard 10** School Improvement	**Standard 3** Equity and Cultural Responsiveness **Standard 7** Professional Community for Teachers and Staff	**Standard 4** Curriculum, Instruction and Assessment **Standard 5** Community of Care and Support for Students **Standard 6** Professional Capacity of School Personnel	**Standard 2** Ethics and Professional Norms **Standard 8** Meaningful Engagement of Families and Community

Performance Criteria	**Performance Measures**			
	Planning	**Environment**	**Instruction**	**Professionalism**
Kentucky NxG Superintendent Effectiveness Standards	**Standard 1:** Strategic Leadership **Standard 4:** Human Resource Leadership **Standard 5:** Managerial Leadership	**Standard 3:** Cultural Leadership **Standard 6:** External Development Leadership	**Standard 2:** Instructional Leadership	**Standard 7:** Micropolitical Leadership

Performance Criteria	Performance Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
CEC Advanced Standards: Special Education Administration Specialist/ Gifted Education	**Standard 3:** Programs, Services, and Outcomes	**Standard 7:** Collaboration	**Standard 1:** Assessment **Standard 2:** Curricular Content Knowledge	**Standard 4:** Research and Inquiry **Standard 5:** Leadership and Policy **Standard 6:** Professional and Ethical Practice

Performance Criteria	Performance Measures			
	Planning	**Environment**	**Instruction**	**Professionalism**
KY Framework for Teaching Specialist Framework for Other Professionals	**Domain 1:** Planning & Preparation	**Domain 2:** The Environment	**Domain 3:** Delivery of Service	**Domain 4:** Professional Responsibilities

- Using the sources of evidence for the Other Certified District Evaluatee, evaluators will use professional judgment to determine a rating for each of the Performance Criteria.
- The Other Certified District Evaluatee must provide copies of sources of evidence for the identified Standards for the year to the evaluator. The evaluator will determine if copies of sources of evidence are needed to support non-targeted Standard(s).
- Each Performance Measure is rated as Exemplary, Accomplished, Developing, or Ineffective based on the ratings for the Performance Criteria Standards.

Performance Measures supported with more than one Performance Criteria Decision Rules

When there are more than two Performance Criteria Standards aligned to a Performance Measure, the following decision rules will apply in order to determine the rating for the Performance Measure:

If…..	Then…..
One standard is rated Developing, and one or more standard(s) is/are rated Accomplished	The Performance Measure shall be rated Accomplished
One standard is rated Developing, and one or more standard(s) is/are rated Exemplary	The Performance Measure shall be rated Accomplished
One standard is rated Accomplished, and one or more standard(s) is/are rated Exemplary	The Performance Measure shall be rated Exemplary
Two standards are rated Developing	The Performance Measure shall be rated Developing
One standard is rated as Ineffective	The Performance Measure shall not be any higher than Accomplished
Two standards are rated Ineffective	The Performance Measure shall be Ineffective

Once each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) have been rated Exemplary, Accomplished, Developing, or Ineffective, the evaluator will use the following decision rules as a guide and professional judgement based on evidence to determine the Other Certified District evaluatee's Overall Summative Rating:

If…..	Then…..
Two Performance Measures are rated Developing and Two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing and Two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished and Two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be any higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two Performance Measures are rating Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be any higher than Accomplished

- The other district certified personnel's overall rating will be documented **no later than April 15th for certified district personnel without administration certification and no later than June 30th for certified district personnel with administration certification.**
- All summative rating documentation along with supporting evidence shall be documented using the evaluation records platform (i.e. Paper copies, uploaded in V-Class/google drive) and will be part of each employees' official personnel record.

Other Certified District Personnel Professional Growth Plan and Summative Cycle

Based on the Overall Performance rating, evaluators or designee will determine the type of Professional Growth Plan required of the certified district staff member by applying the following Professional Growth Plan Model.

Overall Rating Professional Growth Plan and Summative Cycle	Type and Length of Professional Growth Plan and Summative Cycle for Other Certified District Personnel
Exemplary **Accomplished**	**One-Year Self-Directed Cycle** • Goal(s) and action plan set by educator with evaluator input • One goal must focus on targeted professional growth area • Summative occurs at the end of year
Developing	**One-Year Directed Cycle** • Goal(s) set by evaluator with educator input • Action plan designed by educator with evaluator input • One goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at the end of year
Ineffective	**Up to 12-Month Improvement Cycle** • An Individual Corrective Action Plan (ICAP)/Improvement Plan must be developed • Goal determined by evaluator • Action Plan determined by evaluator • On Goal must focus on targeted professional growth area • Formative review occurs at mid-point • Summative occurs at end of plan

- An evaluatee can be placed on an Individual Corrective Action Plan (ICAP) at any time during the evaluation cycle.
- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

The Kentucky Framework for Personnel Evaluation
Role Group, Measure and Performance Criteria

Performance Criteria And Role	***Measures***			
	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Professional Standards for Educational Leaders (PSEL)	Standard 1 Mission, Vision and Core Values Standard 9 Operations and Management Standard 10 School Improvement	Standard 3 Equity and Cultural Responsiveness Standard 7 Professional Community for Teachers and Staff	Standard 4 Curriculum, Instruction and Assessment Standard 5 Community of Care and Support for Students Standard 6 Professional Capacity of School Personnel	Standard 2 Ethics and Professional Norms Standard 8 Meaningful Engagement of Families and Community
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness

Individual Corrective Action Plan/Improvement Plan (ICAP), APPEALS, and CODE of ETHICS

Individual Corrective Action Plan/Improvement Plan (ICAP)

The development of and Individual Corrective Action Plan/Improvement Plan (ICAP) may happen at the evaluator's discretion based on formative evaluation data, overall summative evaluation finding of "Ineffective", and/or for other reasons (e.g. Code of Ethics Violations, etc....).

If an area of improvement is identified, the item must have a corresponding prescription, or action plan, to remediate or assist. This may be specifically noted and written on the post-observation conference forms, or an Individual Corrective Action Plan **(ICAP)** may be established. The ICAP may be written to any of the principal/assistant the Professional Standards for Educational Leaders (PSEL); Kentucky Framework for Teaching Domains, components, elements, performance levels, or indicators; or other certified district personnel identified performance standards.

During the conference, once an area of improvement has been noted and a plan has been developed, its implementation begins immediately. The primary responsibility for initiating activities and procedures in either an ICAP Form, is with the evaluatee, except as written otherwise and agreed upon during conferencing.

If an evaluatee is placed on an Individual Corrective Action Plan (ICAP) at anytime during the evaluation cycle, the evaluator may revise or modify the evaluatee's Reflective Practice and Professional Growth Plan where the goal(s) and action plan(s) are determined by the evaluator with at minimum one goal focused on targeted professional growth area.

To make the evaluation process successful, a high level of commitment is needed by both the evaluatee and evaluator. The evaluatee is expected to proceed with the action plan in a self-directed way, and the evaluator is expected to provide assistance and regular monitoring of progress. If satisfactory progress is being achieved, few modifications, if any, will be called for. In this case, continue with the implementation process. For those evaluatees experiencing problems, it is important for additional time and support to be given by both evaluatee and evaluator to intensify efforts toward attainment of objectives/goals. Contacts other observations/workplace visits/site-visits/conferences shall be documented by the evaluator and a copy given to the evaluatee. It is recommended that short, information conferences are held following these contacts. Lines of communication between evaluator(s) and evaluatee must be kept open in all phases of the evaluation process.

NOTE: It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives.

- All dates and requirements may be adjusted based on the superintendent declaring an emergency or extended school closures. For example, virtual conference, virtual observations, # of observations, etc.

WASHINGTON COUNTY INDIVIDUAL CORRECTIVE ACTION PLAN

For:_____

Date: _____Work Site: _____

Performance Standard	*Present PG Stage:	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives	Appraisal Method and Target Dates

Attach additional pages if necessary

Employee's Comments:

_____

_____

_____

Evaluator's Comments:

_____

_____

_____

This individual professional growth plan is aligned with the school improvement/transformation and/or professional development plans of the school/district.

Individual Corrective Plan Developed		Status Achieved ___ Revised ___ Continued ___	
Employee Signature	**Date**	**Employee Signature**	**Date**
Evaluator's Signature	**Date**	**Evaluator's Signature**	**Date**

* Professional Growth Plan Stages:

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

OPPORTUNITY FOR RESPONSE

Both parties in the Washington County evaluation system have the opportunity to make written comments in spaces provided on Individual Corrective Action Plans and the Summative Evaluation form. Additional written responses may also be made and attached. Signatures on evaluation forms merely indicate that the evaluation process has been executed and do not necessarily indicate an agreement.

A copy of the evaluation shall be provided to the evaluatee. 704 KAR 3:345, Section 4(2) (e).

Appeals/Hearings

Purpose

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 003:370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

ELECTION FOR APPEALS PANEL

North Washington Elementary, Washington County High School and Washington County Elementary School faculties shall each nominate two (2) certified employees; Washington County Middle School, shall nominate one (1) certified employee to place on a ballot. Thus, two (2) members of the panel and two (2) alternates are elected by and from the certified employees of the District. Alternates shall serve in the event an elected panel member is unable to serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS OF APPEAL PANEL MEMBERS

Terms of panel members and alternates shall be limited to three (3) years and run from July 1 to June 30. Members may be reappointed or re elected.

CHAIRPERSON OF THE APPEAL PANEL

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

APPEAL TO PANEL

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

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding inlaws. A panel member shall not hear an appeal filed by his/her immediate evaluator.

Burden of Proof

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation

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 in accordance with the following procedures:

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

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.

9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

    a. Upholding all parts of the original evaluation.

    b. Voiding the original evaluation or parts of it.

    c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

HEARING PROCEDURES

The Superintendent shall develop necessary procedures for the implementation of this policy.

Revisions to Previously Approved District Evaluation Plan

If a revision adding or removing a source of evidence or changing a decision rule or calculation in the summative rating formula in the District's certified evaluation plan is made by the local certified evaluation committee, the revised certified evaluation plan shall be reviewed and approved by the Board. If the Board determines that changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision. The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

References:
[1]KRS 156.557; 704 KAR 003:370
703 KAR 005:225
OAG 92-135; Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)
Related Policies:
[2]02.14; 03.15; 03.16

Washington County Schools
Appeal Form – Certified Employee
Personnel Evaluation

This form is to be used by certified employees who wish to appeal their performance evaluations to the Evaluation Appeals Panel.

Employee's Name		
Home Address		
Job Title	**School/Office Assignment**	**Grade or Department**
Name of Evaluator		

Grounds for Appeal:
_____***Substance*** – the accuracy or correctness of the content of the summative evaluation
Description _____
and/or
Grounds for Appeal:
_____***Procedures*** – the adherence to district procedures/guidelines/timelines as related to the District's evaluation plan
Description _____

If additional space is needed, attach extra sheet(s).

Date the summative evaluation was received _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeals Panel for their study and review. Further, I hereby agree to appear before the Evaluation Appeals Panel as necessary to justify and defend my appeal.

_____ _____

Employee's Signature ***Date***

"An Equal Opportunity Employer"

EVALUATION FOLDER

The evaluatee and evaluator shall each set up a school/district evaluation folder, which will hold the following:

- Reflective Practices and Professional Growth Plan(s)
- Evaluation forms/templates/evidences
- Pre-/Post-Observation Conference Formative Report Forms, as required
- Individual Corrective Action Plan(s), as needed
- Evaluatee or evaluator notes that may have a bearing upon the evaluation process
- Summative Conference Form, as required
- Summative Evaluation for Teacher, other professionals, principal's evaluation forms

The above items will constitute the basic information, which will be used to complete the Summative Evaluation Report. The school evaluation folder will assist in keeping all evaluative information or data in good order.

At the end of the evaluatee's evaluation cycle, as required, evaluators will cause to be placed in evaluatee's folders at the Central Office, the originals of the Summative Evaluation Form(s) and all EVALUATION PLAN component forms/templates created during the evaluation cycle. This form is to be considered the official copy of the evaluatee's performance report. (All WCTIP and KPIP data is to be returned to the WCTIP and KPIP District Coordinator(s), where it will become part of the evaluatee's folder at Central Office.)

Notes:

1. For areas of strength, enrichment, and/or improvement, specific Standards and Criteria will be noted in the Formative Report form; either in narrative or by listing number and letter.
2. Prescription - Action plan, procedures, or activities for any area of improvement shall be written on the applicable form or attached to it.
3. **No** item regarding growth, poor or unacceptable performance may be listed on either Formative or Summative Form(s) **unless it is written, and a copy given to the evaluatee.**
4. The evaluator's notes, at his/her option, may be attached to Formative Forms. They become part of the **official record** and **must** be legible to **both** evaluator and evaluatee.
5. Records retention of the school (principal's working) evaluation folder should be as follows:
    i. Seven years, including four years of annual evaluation data for employees on one-year cycles without a continuing service status contract, and three years' data from the evaluation cycle after employee has gone on a continuing service status contract;
    ii. Thereafter six years, which includes data from two evaluation cycles for certified employees on two consecutive three-year cycles.

CONFIDENTIALITY OF RECORDS

The personnel evaluation records, specifically the personnel evaluation folder and its contents, will be treated with the same confidentiality as other personnel records. The records will be accessible only to the evaluatee and administrators who supervise, or share the supervision of, the evaluatee. Generally, this will include the Principal and Assistant Principal in evaluatee's building, the Superintendent, Curriculum Coordinator, and Program Coordinators.

Records may be subpoenaed in cases where litigation occurs. The records will be kept in the office of the Superintendent. Supportive data to the evaluation, which may be housed in the employee's school folder and which has already been copied for the evaluator and evaluatee, may be subpoenaed in cases where litigation occurs.

Each evaluator is responsible for maintaining complete and timely records for all individuals under his/her supervision.