

# **Whitley County School District**

## **Certified Evaluation Plan**

*WHITLEY COUNTY SCHOOLS*



*Making Great Things Happen!*

**Adopted and Reviewed**

**May 2020**

**Mr. John Siler, Superintendent**

## ASSURANCES

### CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

*The Whitley County School District hereby assures the Commissioner of Education that:*

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

Name	Title	Name	Title
Brandon Anderson	Principal	Krysti Conlin	Teacher
Tonya Faulkner	Principal	Erika Gaylor	Teacher
Bobby Gibbs	Principal	Vanessa Sizemore	Teacher
Carolyn Lawson	Principal	Angela Wilson	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 May 14, 2020. (704 KAR 3:370)

  
Signature of District Superintendent

5-14-20  
Date

  
Signature of Chairperson, Board of Education

5-14-20  
Date

## Certified Personnel Evaluation Plan

Whitley County Schools  
300 Main Street  
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Mr. John Siler, Superintendent  
Ms. Paula Rickett, Deputy Superintendent and  
Certified Evaluation Plan Point of Contact (CEP-POC)  
Mrs. Tania Lewis-Sharp, Director of Human Resources

## Certified Evaluation Plan Committee Members

Mr. Brandon Anderson, Principal  
Mrs. Tonya Faulkner, Principal  
Mr. Bobby Gibbs, Principal  
Mrs. Carolyn Lawson, Principal  
Ms. Angela Wilson, Teacher  
Ms. Krysti Conlin, Teacher  
Mrs. Erika Gaylor, Teacher  
Mrs. Vanessa Sizemore, Teacher

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## *The Kentucky Framework for Personnel Evaluation*

### Role Group, Measure, and Performance Criteria

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <i>The Kentucky Frameworks for Teaching- Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community
<u>District Certified Personnel</u> 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

# **PERSONNEL EVALUATION SYSTEM**

**TEACHERS**

**OTHER PROFESSIONALS**

# **District Framework for Personnel Evaluation**

“Research consistently shows that teaching is the single most important school-based factor in a student’s academic growth” ([Center for Education Policy Research, Harvard University](#)). Improving the effectiveness of Kentucky’s classroom teachers is a primary goal of personnel growth and evaluation system. The vision for the Personnel Evaluation System (PES) is that 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. The purpose of the Personnel Evaluation System is to support and improve the performance of certified school personnel and use clear and timely formative feedback to guide professional growth. The frameworks for the Personnel Evaluation System are based on performance criteria that characterize professional effectiveness and include the following four performance measures:

- Planning
- Environment
- Instruction
- Professionalism

## **Roles and Definitions**

1. **Appeals:** A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified school personnel below the level of the superintendent developed by an evaluation committee and meets all requirements of the Kentucky Framework for Personnel Evaluation.
3. **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.
4. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress monitored.
5. **Evaluatee:** Certified school personnel who are being evaluated.
6. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, has completed observation certification training as described in KRS 156.557(5)(c)2.
7. **Formative Evaluation:** Is defined by KRS 156.557(1)(a) as a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee’s professional growth and performance.
8. **Formal Observation:** The formal observation is conducted after a pre-conference by a certified evaluator for the length of a full class period or full lesson. It is followed by a post conference within five working days.
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers and other professionals who are rated ineffective on any one domain or more on a formal observation.



10. **Informal Observation:** The informal observation is conducted by a certified evaluator and can be announced or unannounced. It is used to gather additional evidence about a teacher's classroom practice. Time may vary and the observation may last from 5-20 minutes or as deemed necessary by principal.
11. **Evaluator Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have completed Initial Certified Evaluation Training and the completion of a minimum of six hours of training approved by the Effective Instructional Leadership Act as required by 704 KAR 3:325 (6).
12. **Other Professionals:** Certified personnel who fall into the categories of school counselors, school level library/media specialists, school psychologists, school instructional specialists/curriculum coaches, and school speech therapists for which certification is required by the Education Professional Standards Board.
13. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
14. **Performance Measure:** One of four measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
15. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
16. **Personnel Evaluation System (PES):** 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.
17. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance measures 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 and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
18. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
19. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee.
20. **Sources of Evidence:** The district-approved evidence aligned to the performance measure and used by evaluator's to inform performance measure ratings.
- ~~21.~~ **Summative Evaluation:** A continuous cycle of collecting evaluation information, interacting, and providing feedback with suggestions regarding the certified employee's (evaluatee) professional growth and performance.
22. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

**For Additional Definitions and Roles, please see 704 KAR 3:370 Kentucky Framework For Personnel Evaluation.**

# ***The Kentucky Framework for Teaching***

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through performance criteria which uses the following measures:

- Planning
- Environment
- Instruction
- Professionalism

The Framework for Teaching (by Danielson and adapted for the Kentucky Department of Education in November 2017) is divided into multiple standards clustered into four domains of responsibilities:

## **Framework for Teaching**

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

## **Specialist Frameworks for Other Professionals**

Planning and Preparation

Environment

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

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

- Self-Reflection and Professional Growth Planning
- Observation
- Products of Practice

# **Professional Practice**

## **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. The teacher or other professional (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, data on 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.

All evaluators and certified personnel must follow the Self-Reflection and Professional Growth Planning process:

- All teachers and other professionals must participate in self-reflection and professional growth planning each year and document using the district approved platform.
- The Self-Reflection must be completed prior to the completion of the Professional Growth Plan (PGP). It is the intent that the self-reflection will be used to inform the PGP.
- All teachers and other professionals will complete the initial self-reflection by examining their professional practice with each framework component. Analysis of the self-reflection will guide the development of the PGP.
- The PGP will be developed in collaboration with the evaluator and shall align with the school/district improvement plan.
- The annual review of the professional growth plan and the self-reflection shall be held between the evaluatee and the evaluator prior to or during the summative conference OR prior to the end of the school year for the evaluatee not in the summative cycle.
- Both the Self-Reflection and the PGP must be completed and ready for review by October 15<sup>th</sup> unless state test scores have not been received. If waiting on state test scores, the self-reflection and PGP must be completed within one week of receiving the scores.
- All late hires (after October 15th) must complete the Self-Reflection and PGP within four weeks of hire date.
- The completed PGP with required signatures will be placed in each evaluatee's file that is kept at the school by the evaluator/administrator.

## **Observations**

The observation process is one source of evidence to determine educator effectiveness and encourage continued professional learning in teaching and learning. The evaluator's observation provides *documentation and feedback* to measure the effectiveness of professional practice.

### **Observation Model**

All evaluators and certified personnel must follow the observation process:

- The immediate supervisor of the certified school employee shall be designated primary evaluator. The evaluatee may request a district level certified trained evaluator to assist in the evaluation process. The superintendent or designee must approve this request.
- All certified school personnel shall be trained on the Personnel Evaluation System (PES) by their certified administrator. The PES will be explained and discussed, with the expectation that all certified personnel will read the document in its entirety. The training shall take place within 30 calendar days of reporting for employment for each school year. All certified personnel are expected to meet the criteria for evaluation and be making progress on their growth plan to be considered for continued employment.
- All monitoring or observation of performance of a certified employee shall be conducted openly with the full knowledge of the teacher or administrator. All materials /evidences that are to be a part of the employee's record for evaluation shall be initialed and dated by both evaluator and evaluatee. A copy of all evaluation documents will be provided to the evaluatee.
- All evaluations will be conducted using the approved forms, and the summative evaluation will become part of the employee's official personnel file.
- The evaluatee will have an opportunity to respond in writing to all evaluation documents. This written response will be part of the employee's official personnel file.
- Certified personnel have the right to appeal the summative evaluation (See Local Appeals Procedure).
- Intern teachers will follow the current, state-designed guidelines.

### **Observation Schedule**

All evaluators and certified personnel must follow the observation schedule:

- Observations may begin after the evaluation training takes place within thirty (30) calendar days of reporting for employment each school year.
- All observations must be completed by April 1<sup>st</sup>
- Summative evaluation forms and the evaluation spreadsheet must be sent to the Board of Education by April 15<sup>th</sup>

### Non-Tenured/Tenured -1 Year Cycle for Teachers and Other Professionals

Beginning Date	Ending Date	Type of Observation Required
30 calendar days after reporting for employment each school year and after CEP training has been completed	April 1st	<ul style="list-style-type: none"> <li>• One (1) Informal</li> <li>• One (1) Formal</li> </ul> <p>Both observations are to be completed at the evaluator's discretion. Evaluator may choose to do additional observations, if needed.</p>

\*Intern teachers will participate in the district-approved mentoring program.

### Tenured- 3 Year Cycle for Teachers and Other Professionals

Year	Date	Type of Observation Required
Year Three	Begins 30 calendar days after reporting for employment each school year and after CEP training has been completed and ends April 1st	Formal/Summative Observation (Evaluator may choose to do additional observations, if needed.)

Under extenuating circumstances as determined by the Whitley County Board of Education, deadlines may be extended.

### **Observation Conferencing**

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

- **Informal Observation:**
  - The post conference may be conducted via electronic means or face-to-face as required by the evaluator.
  - The post conference must be conducted within five working days of the observation.
- **Formal Observation:**
  - Pre/post conferences must be conducted using the form for pre/post conference
  - The pre and post conference must be conducted via electronic means or face-to-face with the evaluator and evaluate as required by the evaluator.
  - The pre/post conference must be conducted within five working days of the evaluation.
- **Summative:**
  - A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all sources of evidence.

### **Evaluator Certification**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. The Superintendent or designee will notify any supervisor who needs to obtain the Initial Certified Evaluation Training. Support for new administrators and late hires will be provided by a district-level administrator who has completed the requirements for evaluation training.

704 KAR 3:325 Section 6, states that continued approval as an evaluator shall be contingent upon the completion of a minimum six (6) hours of evaluation training annually approved by the Effective Instructional Leadership Act. The training shall consist of

- (1) KRS 156.557 and the requirements of the administrative regulation
- (2) Effective observation
- (3) Conferencing techniques in providing clear and timely feedback
- (4) Establishing and assisting with certified employee professional growth plans
- (5) Summative decision techniques
- (6) Completion of training or update in the current, state-designed guidelines for intern teachers shall not exceed six hours per two-year cycle

## **Products of Practice/Other Sources of Evidence**

Teachers and Other Professionals must provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the measures. These products of practice are as follows:

- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from informal observations
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from Professional Learning Communities (PLC's)
- Teacher reflections and/or self reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research
- Other evidence provided by teacher/other professional in support of standards

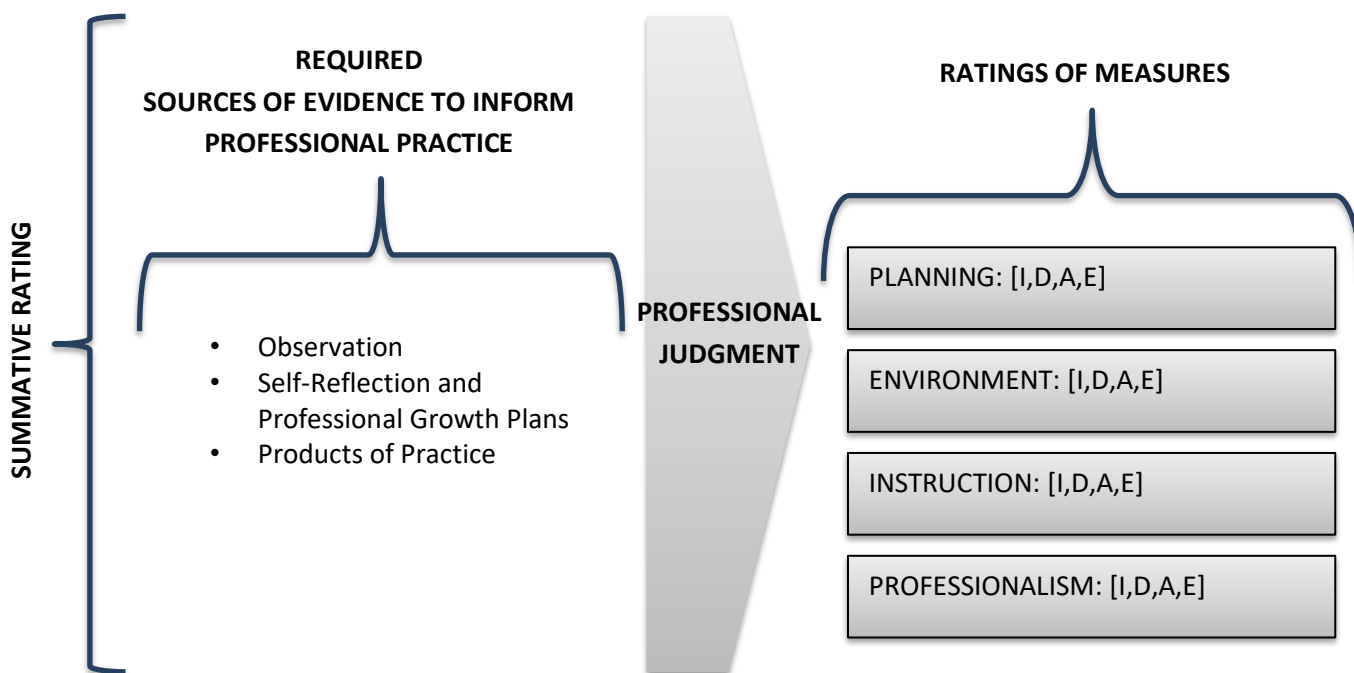
Documentation of evidences will be determined by the evaluator and evaluatee.

## **Determining the Summative Rating**

Supervisors are responsible for determining a Summative Rating for each teacher and other professional at the conclusion of the summative evaluation year. The Summative Rating is informed by the educator's ratings on professional practice and products of practice. The evaluator determines the Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Measures, PGP, Products of Practice, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific 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 organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an evaluatee's cycle.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgment. The performance level rating on each measure rating will then be combined to provide a summative rating using the following decision rules:

### **CRITERIA FOR DETERMINING SUMMATIVE RATING**

IF...	THEN THE SUMMATIVE RATING SHALL BE...
If at least two measures are rated EXEMPLARY AND the others are at least ACCOMPLISHED	<b>EXEMPLARY</b>
If at least two measures are rated EXEMPLARY or ACCOMPLISHED AND the measures of Environment and Instruction are not rated INEFFECTIVE	<b>ACCOMPLISHED</b>
If the measures of Environment OR the measure of Instruction is rated INEFFECTIVE	<b>DEVELOPING</b>
If the measures of Environment AND Instruction are rated INEFFECTIVE	<b>INEFFECTIVE</b>



Based on the overall Summative Rating, the type of Professional Growth Plan is determined using the chart below:

SUMMATIVE RATING	EXEMPLARY	<p><b><i>Self-Directed Growth Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) set by educator with evaluator input</li> <li>• Planned activities are teacher directed and implemented with colleagues</li> <li>• Review annually</li> </ul>
	ACCOMPLISHED	
	DEVELOPING	<p><b><i>Directed Growth Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Planned activities designed by the evaluator with educator input</li> <li>• Review annually</li> </ul>
	INEFFECTIVE	<p><b><i>Directed Growth Plan and Corrective Action Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator and focused on low performance area(s)</li> <li>• Planned activities designed by evaluator with educator input</li> <li>• Formative review at midpoint</li> <li>• Summative at end of plan</li> </ul>

An **Improvement Plan** will be completed by evaluator (with discussion and assistance from the evaluatee) as it relates to an ineffective rating on any one domain or more on a formal observation.

A **Corrective Action Plan** will be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an overall ineffective rating on the Summative Evaluation or anytime when immediate action is needed to change a behavior or practice.

According to 704 KAR 3:370(5), the local board of education shall review, as needed, the district's evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:370. 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.

# **PERSONNEL EVALUATION SYSTEM**

**PRINCIPAL**

**ASSISTANT PRINCIPAL**

## **Personnel Evaluation System - Principal and Assistant Principal**

The purpose of the Personnel Evaluation System is to support and improve the performance of certified school personnel and use clear and timely formative feedback to guide professional growth.

The principal will be evaluated by the superintendent or his/her designee. The assistant principal(s) will be evaluated by the principal of their school. The superintendent will ensure that both the evaluator and the evaluatee have been oriented to this plan.

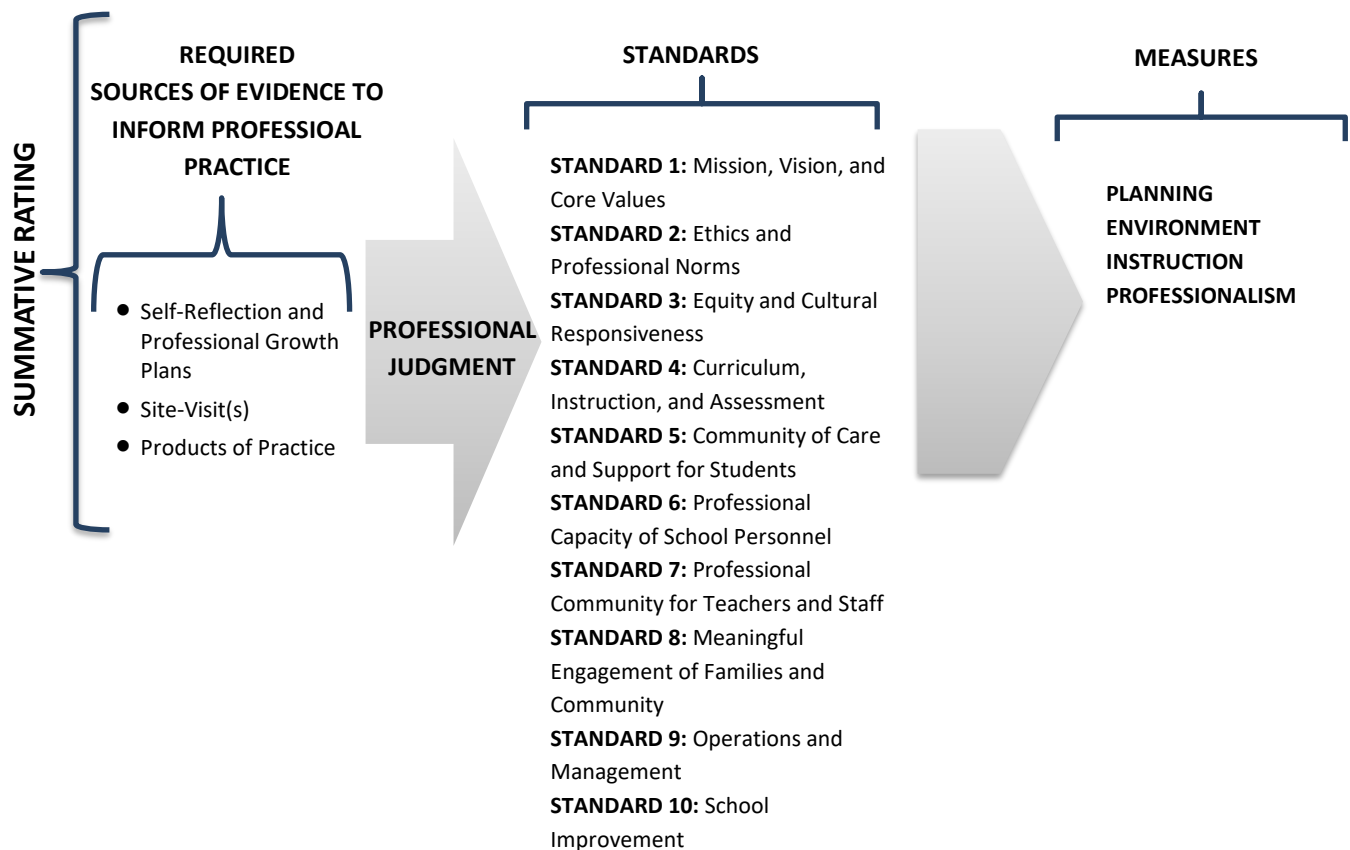
### **Roles and Definitions**

1. **Administrator:** Means an 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. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel that is being evaluated.
4. **Impact Kentucky:** A working conditions survey of all certified educators conducted biannually to provide input on teaching and learning conditions that can be used to inform school, district, and state improvements. The results will be used to develop the working conditions growth goal.
5. **Improvement Plan:** A plan for improvement up to twelve months in duration for principals or assistant principals who are rated ineffective in professional practice.
6. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
7. **PSEL:** Professional Standards for Educational Leaders –These foundational standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning.
8. **Self-Reflection:** Means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

# **Personnel Evaluation System - Principal Components**

## **Summative Model**

The following graphic outlines the summative model for the Principal components of the Personnel Evaluation System.



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. The role of evidence and professional judgment in the determination of ratings on standards is paramount in this process. Evidence, professional judgment, and the rating on standards will be combined to determine a summative rating. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders (PSEL).

## **Principal Professional Standards**

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of Mission, Vision and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional

Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. Included in the PSEL are a series of elements of effective leaders that elaborate the work that is necessary to meet the Standard. The Professional 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 principal's summative rating will be situated within the measures of Planning, Environment, Instruction, and Professionalism, which contain the 10 standards. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard within the four measures.

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

- Self-Reflection and Professional Growth Planning - (Principal and Assistant Principal)
- Site-Visit(s) – (Principal); Observation – (Assistant Principal)
- Products of Practice – (Principal and Assistant Principal)

## **Professional Practice**

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

### **(A) Self-Reflection and Professional Growth Planning (Completed by both the principal and assistant principal annually)**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals will identify explicit goals that will drive the focus of professional growth activities, support, and on-going reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Reflective practices and professional growth planning are iterative processes. The principal (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 supervisor 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.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

All principals and assistant principals will participate in self-reflection and professional growth planning each year. The self-reflection and professional growth planning will be completed and submitted to the Superintendent or designee by October 15<sup>th</sup> or within one week of receiving state test scores if they are not in the schools by October 15<sup>th</sup>. Development, approval, and monitoring of the self-reflection and the professional growth plans will either occur by using the state-approved technology platform or by completing the proper forms in the Appendix. Late hires will complete all components of personnel evaluation system, however timelines may be adjusted. Self-reflections and professional growth plans should be submitted no later than the first 30 work days.

#### **(B) 1. Site-Visit(s) (Only required for principals)**

Both formal and informal site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement. Site visits are conducted by the superintendent or designee. Site-visits may take place face-to-face or via electronic means.

#### **SUMMATIVE YEAR:**

One site visit is required in the summative year by March 31. However, the evaluator or evaluatee can request that additional site visits be conducted. Formal site visits should have a minimum duration of one hour with a recommended half day. A conference between the superintendent and/ or designee and the principal will occur within 10 working days of each site visit or may be held at the conclusion of the site visit. The feedback should include reference to the elements for each educational leadership standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Evidence will be documented on a district-approved form.

Late hires will follow the proposed timeline, if possible. All late hires will have the required site visit completed by April 30<sup>th</sup>.

#### **NON-SUMMATIVE YEAR:**

One informal site visit is required in every non-summative year by March 31. However, the evaluator or evaluatee can request that additional site visits be conducted. Evidence will be documented on a district-approved form.

## **(B) 2. Observation(s) (Only required for assistant principals)**

Both formal and informal observations are a method in which the evaluator may gain insight into the assistant principal's practice in relation to the standards. During the observation the evaluator will observe and discuss various aspects of his/her job and will use the responses to determine effectiveness and encourage continued professional learning in leadership. The evaluator's observation provides documentation and feedback to measure the effectiveness of professional practice. Observations are conducted by the principal or designee. Observations may take place face-to-face or via electronic means.

### **SUMMATIVE YEAR:**

One observation is required in the summative year by March 31st. However, the evaluator or evaluatee can request that additional observations be conducted. Formal observations should have a minimum of one hour with a recommended half day. A conference between the principal and/or designee and the assistant principal will occur within 10 working days of each observation or may be held at the conclusion of the observation. The feedback should include reference to the elements for each educational leadership standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Evidence will be documented on a district-approved form.

Late hires will follow the proposed timeline, if possible. All late hires will have the required observation completed by April 30<sup>th</sup>.

### **NON-SUMMATIVE YEAR:**

One informal observation is required in every non-summative year by March 31st. However, the evaluator or evaluatee can request that additional observations be conducted. Evidence will be documented on a district-approved form.

## **Site-Visit/Observation Model for Principals and Assistant Principals**

All evaluators and certified personnel must follow the observation process:

- The superintendent or designee shall be designated primary evaluator of a principal. The immediate supervisor (principal) shall be designated primary evaluator of the assistant principal.
- All principals and assistant principals shall be trained on the Personnel Evaluation System (PES) by the superintendent/designee. The PES will be explained and discussed, with the expectation that all principals/assistant principals will read the document in its entirety. The training shall take place within 30 calendar days of reporting for employment for each school year. All principals/assistant principals are expected to meet the criteria for evaluation and be making progress on their growth plan.
- All monitoring or observation of performance of a principal/assistant principal shall be conducted openly with the full knowledge of the administrator. All materials /evidences

that are to be a part of the employee's record for evaluation shall be initialed and dated by both evaluator and evaluatee. A copy of all evaluation documents will be provided to the evaluatee.

- All evaluations will be conducted using the approved forms, and the summative evaluation will become part of the employee's official personnel file.
- The evaluatee will have an opportunity to respond in writing to all evaluation documents. This written response will be part of the employee's official personnel file.
- Certified personnel have the right to appeal the summative evaluation (See Local Appeals Procedure).

### **Site-Visit/Observation Schedule for Principals and Assistant Principals**

All evaluators and certified personnel must follow the observation schedule:

- Site-Visits/Observations may begin after the evaluation training takes place within thirty (30) calendar days of reporting for employment each school year.
- All site-visits/observations must be completed by March 31st.
- Summative evaluation forms for the principal must be sent to the Board of Education by April 15th.

#### **Non-Tenured/Tenured – 1 Year Cycle for Principals and Assistant Principals**

Beginning Date	Ending Date	Type of Observation Required
30 calendar days after reporting for employment each school year and after CEP training has been completed	March 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>• One (1) Formal</li> </ul> <p>The site-visit/observation is to be completed at the evaluator's discretion. Evaluator may choose to do additional site-visits/observations, if needed.</p>

#### **Tenured – 3 Year Cycle for Principals and Assistant Principals**

Year	Date	Type of Observation Required
Year Three	30 calendar days after reporting for employment each school year and after CEP training has been completed and ends March 31 <sup>st</sup>	<p>Formal/Summative site-visit/observation</p> <p>Evaluator may choose to do additional site-visits/observations, if needed.</p>

Under extenuating circumstances as determined by the Whitley County Board of Education deadlines may be extended.

### **Site-Visit/Observation Conferencing for Principals and Assistant Principals**

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



- **Informal Site-Visit/Observation:**
  - The post conference may be conducted via electronic means or face-to-face as required by the evaluator.
  - The post conference must be conducted within ten working days of the observation.
- **Formal Observation:**
  - The post conference must be conducted via electronic means or face-to-face with the evaluator and evaluate as required by the evaluator.
  - The pre/post conference must be conducted within ten working days of the evaluation.
- **Summative:**
  - A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all sources of evidence.

### **(C) Products of Practice/Other Sources of Evidence**

Additional evidence provided in support of principal practice must include, but is not limited to, the items from the following list:

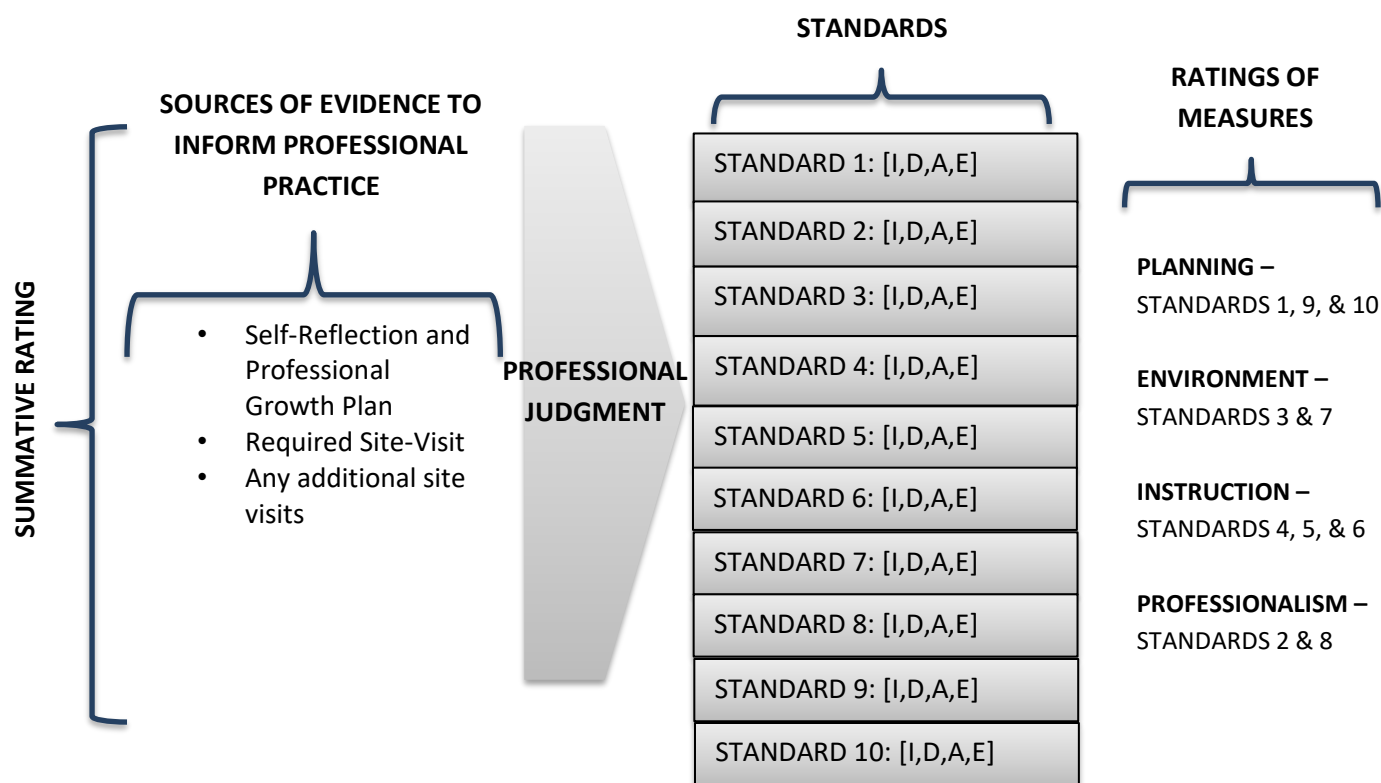
- ☐ SBDM Minutes
- ☐ Faculty Meeting Agendas and Minutes
- ☐ Department/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Round/Walk-through documentation
- ☐ Budgets
- ☐ EILA/Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships
- ☐ Parent/Community engagement surveys
- ☐ Parent/Community engagement events documentation
- ☐ School schedules

### **Determining the Summative Rating**

Superintendents are responsible for determining a Summative Rating for each principal at the conclusion of their summative evaluation year. The Summative Rating is informed by the principal's ratings on professional practice, professional growth, and performance measures.

The Professional Standards for Educational Leaders (current state approved standards) stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice through performance measures.

Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard and related to the four performance measures at the culmination of an educator's cycle. Each measure shall be scored and recorded in the department approved technology platform by the superintendent or designee by June 30<sup>th</sup> of each year.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgment. The performance level rating on each measure rating will then be combined to provide a summative rating using the following decision rules:

### **CRITERIA FOR DETERMINING SUMMATIVE RATING**

<b>IF...</b>	<b>THEN THE SUMMATIVE RATING SHALL BE...</b>
If at least two measures are rated EXEMPLARY AND the others are at least ACCOMPLISHED	<b>EXEMPLARY</b>
If at least two measures are rated EXEMPLARY or ACCOMPLISHED AND the measures of Environment and Instruction are not rated INEFFECTIVE	<b>ACCOMPLISHED</b>
If the measures of Environment OR the measure of Instruction is rated INEFFECTIVE	<b>DEVELOPING</b>
If the measures of Environment AND Instruction are rated INEFFECTIVE	<b>INEFFECTIVE</b>

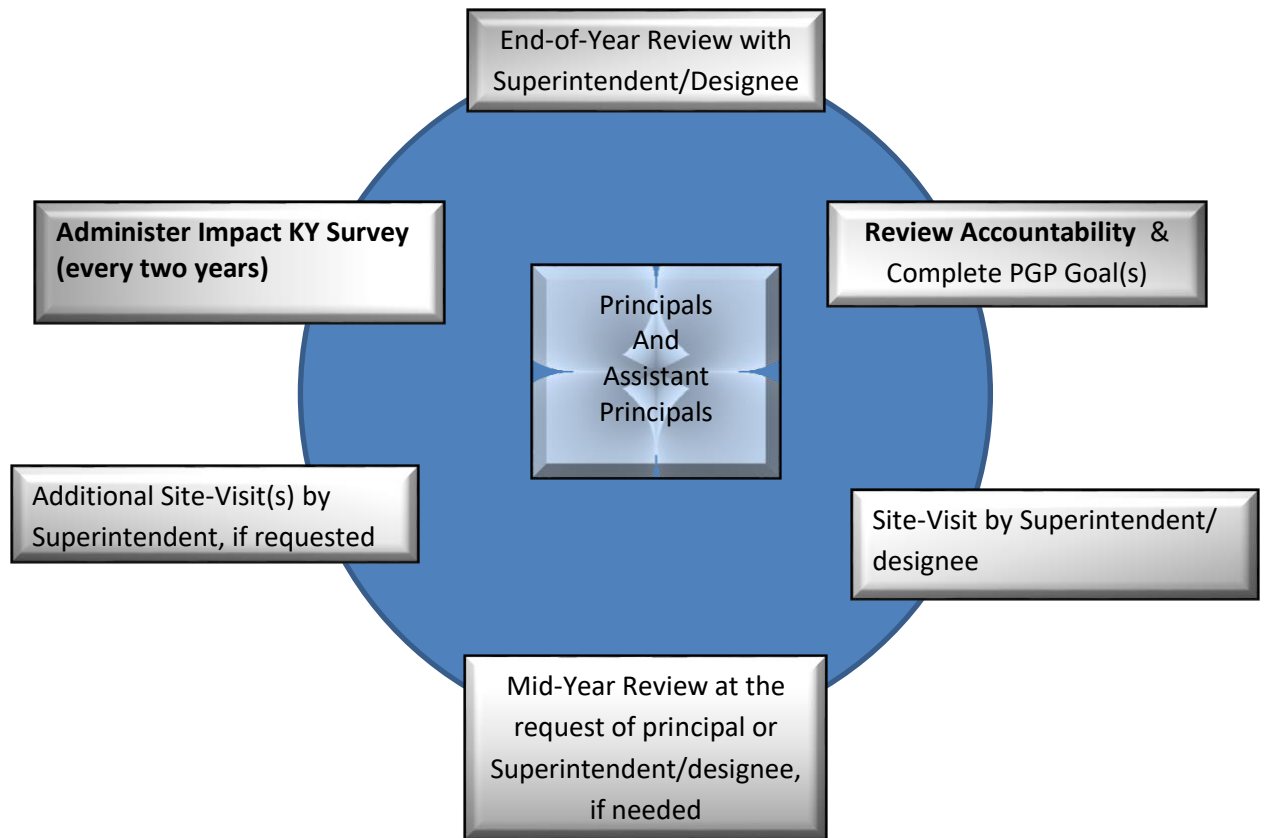
All principals and assistant principals who have not attained continuing service status or have received an overall rating of less than developing shall receive a summative evaluation annually. Principals or assistant principals who receive an accomplished or higher rating shall receive a summative evaluation on a three-year cycle. The evaluator or evaluatee may request an evaluation annually. All summative ratings must be recorded in the district-approved technology platform.

Evaluators will use the chart below to determine the type of growth plan that the administrator must develop.

SUMMATIVE RATING	EXEMPLARY	<p><b><i>Self-Directed Growth Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) set by educator with evaluator input</li> <li>• Planned activities are principal directed and implemented</li> <li>• Review annually</li> </ul>
	ACCOMPLISHED	
	DEVELOPING	<p><b><i>Directed Growth Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Planned activities designed by the evaluator with principal input</li> <li>• Review annually</li> </ul>
	INEFFECTIVE	<p><b><i>Directed Growth Plan and Corrective Action Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator and focused on low performance area(s)</li> <li>• Planned activities designed by evaluator with educator input</li> <li>• Formative review at midpoint</li> <li>• Summative at end of plan</li> </ul>

### **Principal Cycle**

The following chart shows the required components for principals and assistant principals.



According to 704 KAR 3:370(5), the local board of education shall review, as needed, the district's evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:370. 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.

# **PERSONNEL EVALUATION SYSTEM**

## **OTHER DISTRICT CERTIFIED PERSONNEL**

## ***Personnel Evaluation System – Other District Certified Personnel***

The vision for Other District Certified Personnel is to provide structure and support for continuous improvement so that every student is taught by an effective teacher and every school is led by an effective leader.

Other District Certified Personnel will be evaluated by their immediate supervisor or his/her designee. The superintendent will ensure that both the evaluator and the evaluatee have been oriented to this plan.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on the evidence when evaluating district certified personnel. The role of evidence and professional judgment in the determination of ratings on standards is paramount in this process. Evidence, professional judgment, and the rating on standards will be combined to determine a summative rating. However, professional judgment must be grounded in the common framework identified: The Performance Criteria for Education Administrators.

The Performance Criteria for Education Administrators is designed to support student achievement and enhance leadership through:

- Standard 1: Vision
- Standard 2: School Culture and Learning
- Standard 3: Management
- Standard 4: Collaboration
- Standard 5: Integrity, Fairness, and Ethics
- Standard 6: Political, Economic, Legal
- Standard 7: Technology

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

- Professional Growth Planning
- Conferencing
- Products of Practice

## **Professional Growth Planning**

District certified personnel will (1) reflect on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborate with his or her administrator to develop a professional growth plan and action steps; (3) implement the plan; (4) regularly reflect on the progress and impact of the plan on his or her professional practice; (5) modify the plan as appropriate; (6) continue implementation and ongoing reflection; (7) and, finally, conduct 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, data on 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.

All evaluators and district certified personnel must follow the Professional Growth Planning process:

- All district certified personnel must participate in professional growth planning each year and document using the district approved platform.
- The Professional Growth Plan (PGP) will be developed in collaboration with the evaluator and shall align with the district improvement plan.
- The annual review of the professional growth plan shall be held between the evaluatee and the evaluator prior to or during the summative conference OR prior to the end of the school year.
- The PGP must be completed and ready for review by October 15 unless state test scores have not been received. If waiting on state test scores, the PGP must be completed within one week of receiving scores.
- All late hires (after October 15) must complete the PGP within four weeks of hire date.
- The completed PGP with required signatures will be placed in each evaluatee's file kept by the evaluator/immediate supervisor.

## **Conferencing**

Conferencing is a method by which the evaluator may gain insight into the evaluatee's practice in relation to the standards. During the conference, the evaluator will discuss with the evaluatee the various aspects of the position and will use the responses to gauge performance based on the standards. Additionally, the evaluator may explain his/her successes and trials in relation to school improvement. Conferences are conducted by the evaluatee's immediate supervisor and must be completed by March 31<sup>st</sup>.

One conference is required each year. However, the evaluator and evaluatee can request that additional discussions and/or conferences be conducted. Feedback should include reference to the performance indicators for each standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Evidence may be collected on the Data Collection Summary form and will be documented on a district-approved form. The conference can be face-to-face or via electronic means.

Late hires will follow the proposed timeline, if possible. All late hires will have the required site visit completed by April 30<sup>th</sup>.



## **Conferencing Model**

All evaluators and certified personnel must follow the conferencing process:

- The immediate supervisor of the district certified employee shall be designated primary evaluator.
- All district certified personnel shall be trained on the Personnel Evaluation System (PES) by their certified administrator. The PES will be explained and discussed, with the expectation that all certified personnel will read the document in its entirety. The training shall take place within 30 calendar days of reporting for employment for each school year. All certified personnel are expected to meet the criteria for evaluation and be making progress on their growth plan.
- All monitoring or observation of performance of a district certified employee shall be conducted openly with the full knowledge of the employee. All materials /evidences that are to be a part of the employee's record for evaluation shall be initialed and dated by both evaluator and evaluatee. A copy of all evaluation documents will be provided to the evaluatee.
- All evaluations will be conducted using the approved forms, and the summative evaluation will become part of the employee's official personnel file.
- The evaluatee will have an opportunity to respond in writing to all evaluation documents. This written response will be part of the employee's official personnel file.
- Certified personnel have the right to appeal the summative evaluation (See Local Appeals Procedure).

## **Conferencing Schedule**

Evaluators will adhere to the following conferencing requirements for district personnel:

- **Professional Growth Planning**
  - The conference for the professional growth plan will be conducted via electronic means or face-to-face as required by the evaluator.
  - The conference for completion of the professional growth plan activities will be conducted via electronic means or face-to-face as required by the evaluator and must be completed by October 15<sup>th</sup>.
- **Conferencing**
  - The conference must be conducted via electronic means or face-to-face with the evaluator and evaluatee as required by the evaluator.
  - The conference and the data collection form must be completed by March 31<sup>st</sup>.
- **Evaluation**
  - A formal evaluation conference will be held at the end of year one and two and shall include all sources of evidence. The conference must be conducted by March 31<sup>st</sup>.
  - A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all sources of evidence. The conference must be conducted by March 31<sup>st</sup>.

### **Cycle for District Personnel**

<b>Year</b>	<b>Date</b>	<b>Required</b>
Year One and Two	30 calendar days after reporting for employment each school year and after CEP training has been completed and ends March 31 <sup>st</sup>	Formal Evaluation Form and Conference completed by March 31 <sup>st</sup> .
Year Three	30 calendar days after reporting for employment each school year and after CEP training has been completed and ends March 31 <sup>st</sup>	Summative Evaluation Form and Conference completed by March 31 <sup>st</sup> .

### **Products of Practice/Other Sources of Evidence**

Additional evidence provided in support of certified district personnel practice must include, but is not limited to, the items from the following list:

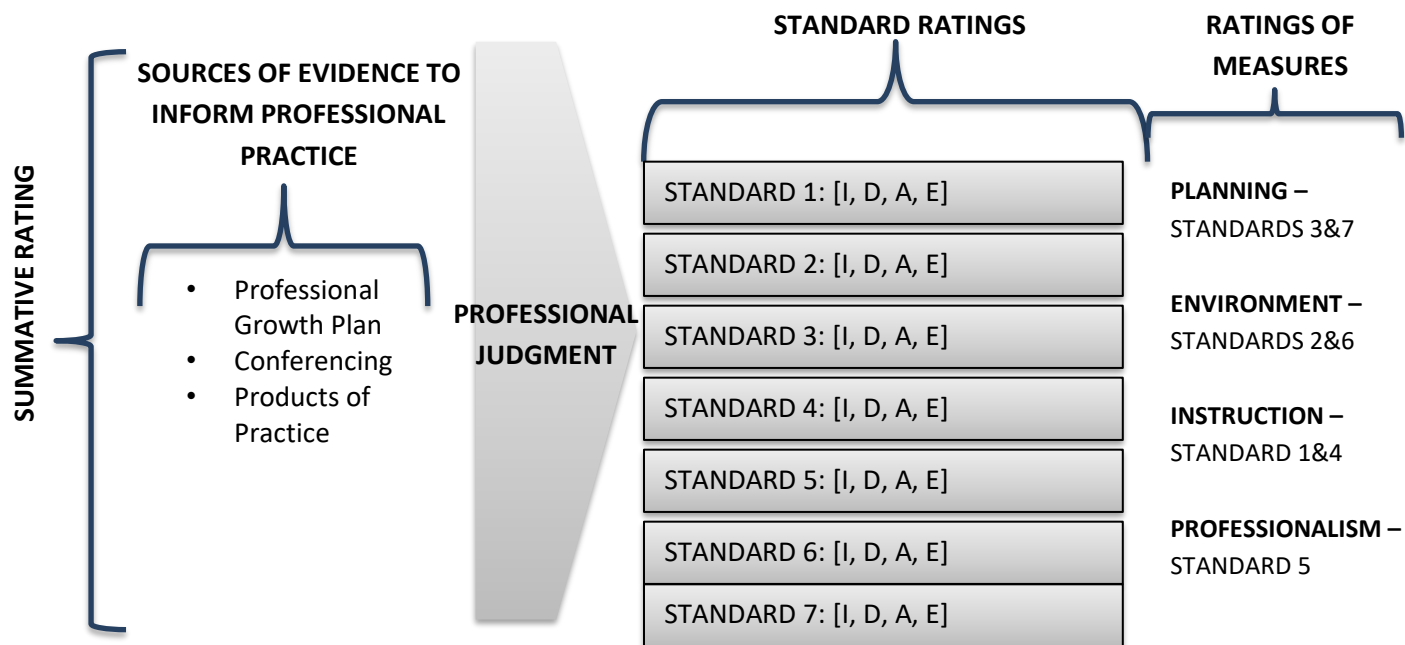
- ☐ Timely, targeted feedback from informal observations
- ☐ Engagement in professional organizations
- ☐ Committees or team contributions
- ☐ EILA/Professional Learning experience documentation
- ☐ Progress toward Professional Growth Plan goals
- ☐ Other evidence provided by certified district personnel in support of standards

### **Determining the Summative Rating**

The evaluator/immediate supervisor is responsible for determining the summative rating for district certified personnel. The Summative Rating is informed by the evaluator's rating utilizing the evaluatee's professional growth plan, conferencing, and products of practice.

The Evaluation Standards and Performance Criteria for Education Administrators stand as the critical rubric for providing evaluatees and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that evaluatees and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual district certified person based on these concrete descriptions of practice. The standards are categorized in the four measures: planning, environment, instruction, and professionalism.

Evaluators and evaluatees will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator’s cycle. Each measure shall be scored and recorded in the department approved technology platform by the immediate supervisor/evaluator by April 15<sup>th</sup> of each year.



The performance level rating on each of the four measures will be determined based on evidence and evaluator professional judgment. The performance level rating on each measure rating will then be combined to provide a summative rating using the follow decision rules:

### CRITERIA FOR DETERMINING SUMMATIVE RATING

IF...	THEN THE SUMMATIVE RATING SHALL BE...
If at least two measures are rated EXEMPLARY AND the others are at least ACCOMPLISHED	<b>EXEMPLARY</b>
If at least two measures are rated EXEMPLARY or ACCOMPLISHED AND the measures of Environment and Instruction are not rated INEFFECTIVE	<b>ACCOMPLISHED</b>
If the measures of Environment OR the measure of Instruction is rated INEFFECTIVE	<b>DEVELOPING</b>
If the measures of Environment AND Instruction are rated INEFFECTIVE	<b>INEFFECTIVE</b>

Evaluators will use the chart below to determine the type of growth plan that the district certified person must develop.

SUMMATIVE RATING	EXEMPLARY	<p><b><i>Self-Directed Growth Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) set by educator with evaluator input</li> <li>• Planned activities are principal directed and implemented</li> <li>• Review annually</li> </ul>
	ACCOMPLISHED	
	DEVELOPING	<p><b><i>Directed Growth Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Planned activities designed by the evaluator with principal input</li> <li>• Review annually</li> </ul>
	INEFFECTIVE	<p><b><i>Directed Growth Plan and Corrective Action Plan</i></b></p> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator and focused on low performance area(s)</li> <li>• Planned activities designed by evaluator with educator input</li> <li>• Formative review at midpoint</li> <li>• Summative at end of plan</li> </ul>

According to 704 KAR 3:370(5), the local board of education shall review, as needed, the district's evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:370. 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.

# **Appeals**

## **Local Appeals Procedure**

(a) The certified employees of the local school district shall elect two (2) members to serve on the local appeals panel. The two (2) certified staff members receiving the highest number of votes shall serve as the selected members. Alternates shall be listed according to highest number of votes received. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board of Education shall appoint one (1) certified staff member to the appeals panel. The committee shall elect a chairperson for each appeals process.

The Board of Education shall also appoint one certified employee as alternate to serve in the absence of the first appointee. (Interning certified staff are not eligible to serve on the appeals panel.)

(b) The members of the appeals panel shall be elected/appointed for a two-year term (a year defined as running from July 1 to June 30) with the option of being reelected/reappointed.

(c) Any certified employee who requests a review of his/her summative evaluation by the local appeals panel shall submit a written request to the local appeals panel within five (5) working days of receipt of the evaluation. Appeals shall be presented on forms prepared by the local district. No member of the panel shall serve on any appeal in which he/she were the evaluator. No panel member shall serve on any appeal brought by the member's immediate family (father, mother, brother, sister, husband, wife, son, daughter, aunt, uncle, son-in-law, and daughter-in-law).

(d) Panel members shall meet at a time and place set by the chairperson. The appealing employee and the evaluator shall be notified of the meeting time and place; the hearing shall otherwise be a closed meeting. Both the appealing employee and employer shall be provided copies of all documentation submitted, five days prior to hearing date.

(e) The appealing employee shall release to the panel all evaluation material/information. The chairperson shall review all submitted information and may disallow information to be presented in the hearing which is determined if relevant to the appeal. The burden of proof shall be on the employee to the panel. The evaluator shall be allowed the opportunity to respond to the claims of the appealing employee and to present written record which support the summative evaluation. The panel shall review all documents presented to it and be allowed to interview both the appealing employee and the evaluator. The appealing employee and employer have a right to representation.

(f) Upon receiving the request the panel will schedule a PRELIMINARY HEARING to provide documentation to all parties and the panel. The chairperson of the panel shall be elected by the panel for each appeal. Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each of the committee and evaluator/evaluatee shall be provided. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal council to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include

the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. Within three (3) working days an APPEALS PANEL HEARING will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The 17 member panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. The panel may determine if there is a need to tape record the hearing. Tape(s) shall be kept in a locked file in the Central Office for a minimum of one (1) year from the date of the hearing.

(g) The panel shall make a recommendation to the district superintendent within fifteen (15) working days from the date of filing the appeal. The superintendent shall file the recommendation in the employee's personnel file with the original evaluation form.

(h) The panel's recommendation may include one of the following:

- a. a new evaluation by a second certified evaluator
- b. uphold the original evaluation
- c. remove the summative or any part of the summative from the personnel file

The chairperson of the panel shall present the decision to the Superintendent for action within three (3) working days of the panel's decision.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the Kentucky Board of Education.

### **State Appeals Procedure**

a) The State Board of Education shall appoint a committee of three (3) board members to serve on the State Evaluation Appeals Panel. Said panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusion of evaluations.

(b) The certified employee must submit a written request to the Commissioner of Education for a hearing to the State Evaluation Appeals Panel. A specific description of the complaint and grounds for appeal must be submitted with this request.

(c) The State Evaluation Appeals Panel, or the Department of Education at its direction shall review the complaint and investigate to determine if a hearing should be granted.

(d) If a hearing is granted, all involved parties shall have an opportunity to speak before the appeals panel.

(e) A decision of the appeals panel shall be rendered within fifteen working days after a hearing.

**Whitley County School District  
Appeals Panel Hearing Request Form**



I, \_\_\_\_\_, have been evaluated by \_\_\_\_\_  
during the current evaluative cycle. My disagreement with the findings of the summative  
evaluation has been thoroughly discussed with the evaluator.

I respectfully request the Whitley County School District Evaluation Appeals panel to hear my  
appeal. This appeal challenges the summative findings on:

- \_\_\_\_\_ substance
- \_\_\_\_\_ procedure
- \_\_\_\_\_ both substance and procedure

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_ Date of Summative Conference

\_\_\_\_\_ Date Evaluator notified of intent to appeal

This form shall be presented in person or by mail to any member of the Evaluation Appeals panel  
within five working days of completion of the summative conference.