

Ludlow Independent Schools

Evaluation Plan for Certified Personnel



Ludlow Board of Education
525 Elm Street
Ludlow, Kentucky 41016

Mr. Michael J. Borchers, Superintendent

**Certified Personnel Evaluation Plan
Ludlow Independent Schools**

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Jenny McMillen, College & Career Readiness Coordinator
District Evaluation Plan Contact
Student Voice Survey Contact
District Appeals Chairperson
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Evaluation Committee

Mike Borchers	Superintendent
Jenny McMillen	College & Career Readiness Coordinator
Jason Steffen	Elementary School Principal
Travis Caudill	High School Principal
Steve Hart	High School Assistant Principal
Kristina Bell	Elementary Classroom Teacher
Heidi Clary	Elementary Special Needs Teacher
Marc Frevola	High School Science Teacher
Kristy Collins	High School Language Arts Teacher
Kristen Goodpaster	Middle Special Needs Teacher

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Superintendent Signature / Date: Michael Borchers 8/20/20

Board Chair / Date: Judy L Lantry 8/20/20

INTRODUCTION

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The immediate supervisor of the evaluatee shall be designated as the primary evaluator. Non-tenured teachers/other professionals will be evaluated yearly and tenured teachers/other professionals will be evaluated at least every three years following the requirement of the TPGES/OPGES.

Principals and Assistant Principals will be evaluated using the PSEL, the Professional Standards for Educational Leaders. Principals will be evaluated by the Superintendent Designee. Assistant Principals will be evaluated by the Principal.

Other Certified District Personnel/District Administrators will be evaluated annually by the Superintendent or by the Superintendent’s Designee following the ISLLC Standards.

The Superintendent will be evaluated annually by the local school board using the SPGES system, pursuant to KRS 156.557(6)(a,b,c).

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

Role	Evaluation System & Performance Criteria	Measures			
		Planning	Environment	Instruction	Professionalism
TEACHER <i>Traditional Classroom Teacher</i>	TPGES <i>KY Framework for Teaching</i>	<u>Domain 1:</u> Planning & Preparation	<u>Domain 2:</u> Classroom Environment	<u>Domain 3:</u> Instruction	<u>Domain 4:</u> Professional Responsibilities
OTHER PROFESSIONAL <i>Library Media Specialist, Speech Pathologist, Guidance Counselor, Occupational Therapist, School Instructional Coach</i>	OPGES <i>KY Framework for Teaching: Specialist Frameworks</i>	<u>Domain 1:</u> Planning & Preparation	<u>Domain 2:</u> The Environment	<u>Domain 3:</u> Delivery of Service	<u>Domain 4:</u> Professional Responsibilities
PRINCIPAL, ASSISTANT PRINCIPAL	PSEL <i>Principal Performance Standards</i>	<u>Standard 1:</u> Mission, Vision, Core Values <u>Standard 9:</u> Operations and Management <u>Standard 10:</u> School Improvement	<u>Standard 3:</u> Equity & 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
OTHER DISTRICT PERSONNEL	ODPGES <i>Interstate School Leaders Licensure Consortium (ISLLC) Standards</i>	<u>Standard 3:</u> Management	<u>Standard 1:</u> Vision <u>Standard 4:</u> Collaboration	<u>Standard 2:</u> Culture & Learning <u>Standard 6:</u> Technology & Global Context	<u>Standard 5:</u> Integrity, Fairness, and Ethics

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Ludlow Independent 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, as listed on page 2 of this document.

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 _____. (704 KAR 3:370)

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Professional Growth & Evaluation System Overview

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve instruction; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. It is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready. The evaluation system is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement.

Individuals being evaluated shall receive a rating in each of the for performance measures: Planning, Environment, Instruction, and Professionalism. Ratings are defined as:

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

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an Evaluation Committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation. The Evaluation Committee shall review the plan annually to ensure appropriate implementation and to make revisions as necessary. Revisions are to be approved by the Ludlow Board of Education and the Kentucky Department of Education.

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel annually at the beginning of the year. Pursuant to KRS.157.577, only certified administrative and supervisory personnel trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education and in the use of the school district evaluation system shall evaluate certified personnel. Video recording shall be done at the mutual consent of both parties. Additional administrative personnel may be used to observe and provide information to the primary evaluator. The Superintendent may designate additional trained administrative personnel to provide evaluations, or to review any evaluation.

The District Webpage www.ludlow.kyschools.us will contain all forms needed to complete the required processes contained within this Certified Evaluation Plan. These forms will be in digital format for access and review by all certified employees and evaluators.

Professional Growth & Effectiveness Plan

Professional Growth and Effectiveness Evaluation System

The vision for the Professional Growth and Effectiveness Evaluation System is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified Evaluation Plan:** The procedures and forms for evaluation of certified school and district personnel below the level of the Superintendent, developed by an evaluation committee, and meeting all requirements of the KY Framework for Personnel Evaluation.
5. **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.
6. **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.
7. **Dean of Students:** A certified school personnel who devotes the majority of employed time in the role of dean of students, for which administrative certification is required by EPSB.
8. **Evaluatee:** A certified school personnel who is being evaluated.
9. **Evaluator:** The primary evaluator; also referred to as *Supervisor*.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **KY Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified personnel evaluation system.
14. **KY Framework for Teaching (KyFFT):** The framework is a foundational, research-based document for Kentucky educators, based on Charlotte Danielson's Framework for Teaching. It divides the complex act of teaching into four (4) domains of teaching responsibilities: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. There are Specialist Framework for those who fall into the Other Professionals category, giving specific standards for their specific role.
15. **Late Hire:** A teacher or other professional who does not report for work for sixty (60) or more consecutive school days. Timelines for this person can be adjusted as determined by the Supervisor.
16. **Leave & Absence:** See Board Policy 03.12322

17. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
18. **Observer:** A certified administrator or stat-approved trained peer who observes, collects, shares evidence, and provides feedback.
19. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
20. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
21. **Other Certified District Personnel:** A certified employee at the district level, who works under the Superintendent; in this plan, is also referred to as *District Administrator* or *District Leader*. They are evaluated on the Other District Professional Growth and Effectiveness Evaluation System (ODPGES).
22. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals/dean of students, or principals.
23. **Overall Student Growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
24. **Peer Observation:** Observation and documentation by certified school personnel below the level of principal or assistant principal. Feedback may be used informally or as best practice.
25. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
26. **Performance Measure:** One of four measures as defined in the KY Framework for Personnel Evaluation. Measures include Planning, Environment, Instruction, and Professionalism.
27. **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.
28. **Personnel Evaluation System (PES):** Each district shall develop and implement a PES aligned with the statewide framework for teaching established in KAR 156.557 subsection(2) that shall include: Use of multiple measures of effectiveness; include both formative and summative evaluation components; Measures professional effectiveness; Support professional growth; Have at least four (4) performance levels; Be used to inform personnel decisions; Be considerate of the time requirements of evaluators at the local level and shall not require that all certified school personnel have a formal summative evaluation each year; and Rate teachers, administrators, and other district personnel by multiple measures instead of a single measure.
29. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
30. **Professional Growth and Effectiveness Evaluation System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS and that uses clear and timely feedback to guide professional development. Broken into several categories, specific to the standards and measures for employee groups – teachers, other professionals, principals/assistant principals, and other certified district personnel (TPGES, OPGES, PSEL, ODPGES).

- 31. Professional Growth Plan (PGP):** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator. It 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.
- 32. Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
- 33. Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
- 34. 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.
- 35. Sources of Evidence:** The multiple measures listed in KRS and in Sections 7 and 10 of this administrative regulation.
- 36. Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
- 37. Summative Evaluation:** Is defined by KRS.
- 38. 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 KY Framework for Personnel Evaluation.
- 39. Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

The Certified Evaluation Plan for Teachers (TPGES) & Other School Level Professionals (OPGES)

Overview and Summative Model

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

Required Sources of Evidence:

- Professional Growth Planning and Self-Reflection
- Observation
- Pre & Post Conferencing Related to an Observation
- Products of Practice

Additional Sources May Include:

- Other District Determined Measures of Student Learning
- Student Voice
- Additional Measures of Student Learning
- District or State Assessments

There are neither numbers nor percentages that dictate ratings on each performance measure for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgment based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of ratings on measures/domains and an overall rating is paramount in this process.

Professional Growth & Effectiveness Plan Timeline	
Evaluation Activity	Timeline
Explanation & Review of Certified Evaluation Process with Administration and Staff	<ul style="list-style-type: none"> This must take place no later than the evaluatee's first thirty (30) calendar days of the school year. Observations may begin only after this evaluation training takes place.
Self-Reflection Professional Growth Plan	<ul style="list-style-type: none"> All certified teachers and other professionals will complete the Self-Reflection and the Professional Growth Plan annually. These will be completed and entered in the district/state-approved technology platform. All evaluatees will reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. All evaluatees, in collaboration with the primary evaluator, will complete the self-reflection and use the results to create a professional growth plan, and submit it in the state-approved platform within their first 30 working days of the school year. All PGPs will be approved by the evaluator no later than the first 45 working days of the evaluatee's school year. Self-Reflection will be ongoing as chosen by the evaluatee or as determined by the evaluator.
Observations for One-Year Summative Cycle	<ul style="list-style-type: none"> See Observation Model & Schedule for details. Tenured Teachers/Other Professionals may be on a One-Year or Three-Year Summative Cycle. Minimum of three (3) observations completed annually by the evaluator. Summative Evaluation/Post-Conference completed on or before April 30th.
Observations for Three-Year Summative Cycle	<ul style="list-style-type: none"> See Observation Model & Schedule for details. Tenured Teachers/Other Professionals may be on a One-Year or Three-Year Summative Cycle. Minimum of three (3) observations completed during the three-year summative cycle, completed by the evaluator. Final full observation must take place during the final year of the 3-year cycle. Other observations may take place during that year, or during prior years. Summative Evaluation/Post-Conference completed on or before April 30th.
Student Voice Surveys	<ul style="list-style-type: none"> Student Voice Surveys will be conducted as determined by the district/state window. Questions will be determined by the district/state. The results of the survey will be included as an additional source of data to help inform each evaluatee's professional practice rating as well as identify potential areas for professional growth.
Summative Evaluation Completed	On or before April 30 th
Summative Evaluation Appeal	Within 5 working days of the summative conference
Summative Evaluations to District Contact Person	On or before May 6 th
Corrective Action Plan	As needed throughout the process

Timeline may be adjusted at the discretion of the Supervisor/Evaluator for individuals who are late hires or for those who have approved extended leaves/absences.

Professional Practice

Self-Reflection & Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher/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 will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers/other professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

- Teachers/Other Professionals shall complete the initial self-reflection in the district/state-approved platform within his/her first 30 working days of the school year. Ongoing Self-Reflection is encouraged and may be determined by the Supervisor or Evaluator.
- Professional Growth Plans shall be completed and entered in the state-approved platform, in collaboration with the evaluatee's supervisor, within their first 30 working days of the school year.
- Professional Growth Plans shall be aligned with school/district improvement plans.

Observation

The observation process is one source of evidence to determine teacher/other professional effectiveness that includes supervisor observations for each certified employee. The supervisor observations will provide *documentation and feedback* to measure the effectiveness of a teacher/other professional's professional practice to inform a summative rating. Peer observations may be used, as determined by the evaluator/supervisor, for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. No ratings or formal evidence will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. Any peer observers will be trained in peer observation techniques and responsibilities prior to the first peer observation.

Observation Model

Teachers, Other Professionals, and Observers will adhere to the following:

- A minimum of three (3) observations will be conducted by the supervisor in a summative cycle.
- The final observation is conducted by the supervisor and is a full observation.
- Evidence of observations will be documented in the district/state-approved technology platform.
- Observations may begin after the evaluation training takes place within the first thirty (30) days of employment.
- The evaluation of certified employees below the level of the Superintendent shall be on approved evaluation forms and become part of the official personnel record.

Observation Schedule for Those on a One-Year Summative Cycle

- Teachers and Other Professionals are evaluated annually.
- All observations must be documented in the district/state-approved technology platform.
- A minimum of three (3) observations shall be completed by the supervisor during the summative cycle.
 - Observations may be either full or partial
 - The final observation shall be a full observation conducted by the supervisor
- All teachers and other professionals on a one-year summative cycle who are defined as late hires or have approved leaves and absences will complete the following:
 - A minimum of one (1) observation shall be completed by the supervisor
 - The observation will be a full observation

Observation Schedule for Those on a Three-Year Summative Cycle

- Summative evaluations for three-year teachers and other professionals shall occur at least once every three years.
- All observations must be documented in the state-approved technology platform.
- A minimum of three (3) observations shall be completed by the supervisor during the summative cycle.
 - Observations may be either full or partial
 - The final observation shall be a full observation conducted by the supervisor during the final year of the summative cycle
- All teachers and other professionals on a three-year summative cycle who are defined as late hires or have approved leaves and absences will complete the following:
 - A minimum of one (1) observation shall be completed by the supervisor.
 - The observation will be a full observation

Observation Conferencing

Teachers, Other Professionals, and Observers will adhere to the following observation conferencing requirements:

- Pre-Conferences:
 - A pre-observation conference may be held at the discretion of the supervisor and may be held in person or through written electronic correspondence.
 - The supervisor has the discretion to give the evaluatee no less than a one-week window during which an observation may take place. Notice of this window, which is part of the pre-conference, must be no less than three (3) school days before the start of the window. Therefore, a specific date and time may or may not be part of the pre-conference. This can take place for the first two observations by the supervisor; the pre-conference for the final observation must include a specific date and time.
- Post-Conferences:
 - A post-conference is mandatory after each observation and must be completed within five (5) working days of the observation.
 - Post-Conferences for the final observations must be conducted in person and shall provide meaningful feedback and discussion. Post-Conferences for all other observations other than the final one may be conducted either in person or through written electronic correspondence and shall provide meaningful feedback.

Observer Certification

To ensure consistency of observations, evaluators must complete the district-approved observer certification process for an evaluator who is observing teachers or other professionals for the purpose of evaluation. The system allows observers to develop a deep understanding of how the four measures/domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are 3 sections of the proficiency system:

- Framework for Teaching Observer Training
 - Framework for Teaching Scoring Practice
 - Framework for Teaching Proficiency Assessment
- Evaluators shall successfully complete testing of research based-and professionally accepted teaching and management practices and effective evaluation techniques before conducting any observations for the purpose of evaluation. See the chart on the next page to see what steps will be taken if the supervisor does not obtain certification, and how teachers and other professionals will have access to a certified evaluator.
 - Evaluators in their first year shall receive training on all statutes and administrative regulations applicable to the evaluation of certified school personnel.

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370, Section 6 related to initial and update training for certified evaluators]:

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Recertification

Evaluator training shall include:

- (a) Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department;
- (b) Training on KRS 156.557 and the requirements of this administrative regulation;
- (c) Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques;
and
- (d) A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. Recertification will take place after year three (3).

Observer Certification and Calibration CYCLE			
Year 1	Year 2	Year 3	Year 4
Certification	Calibration	Calibration	Recertification
<ul style="list-style-type: none"> • Only Supervisors who have passed the proficiency assessment approved through KDE and KASA can conduct observations for the purpose of evaluation. • The district will operate in the cohort model for initial certification. Administration from District Office will work with each cohort before individual testing. • In the event that an evaluator does not pass after one attempt, a mentor will be provided for support. • In the event that an evaluator is unable to pass the assessment after the second attempt and is locked out of the system, a mentor will be provided, as well as, additional professional learning opportunities. 	<ul style="list-style-type: none"> • The district will provide training through the state approved technology platform for calibration prior to September 1st of each school year. Documentation of the calibration process will be kept on file at central office. • Calibration will include: <ul style="list-style-type: none"> ○ Accuracy in scoring teaching practice ○ Awareness of the potential risk for rater bias ○ Refresh observers knowledge of the training and scoring practice ○ Collaborative support and practice with other evaluators 		<ul style="list-style-type: none"> • Certified Evaluators will complete the required Recertification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state approved certification vendor.
<p>In the event the evaluator is not certified through the state approved proficiency system and therefore unable to conduct observations, the district will ensure that ALL teachers will have access to certified observers including the following options:</p> <ul style="list-style-type: none"> • District level personnel, certified through the state approved proficiency system, will conduct the observation with the evaluator. • Certified Administrators (either in the building or in a different building), certified through the state approved proficiency system, will conduct the observation with the evaluator. <p>Note: Observation data provided by district level personnel or an evaluator is considered a valid source of evidence only if the evaluator participated (passively) in the observation.</p>			

Student Voice

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the student’s learning experience and instructional practice.

Student Voice Survey			
<ul style="list-style-type: none"> • The district student voice survey point of contact will be the College & Career Readiness Coordinator • All students will be given an opportunity to participate in a minimum of one student voice survey • Selection for surveys will be consistent throughout the district • Timeline for completion: Survey will be completed during the window designated by the state and district. 			
<p style="text-align: center;"><u>Requirements</u></p> <ul style="list-style-type: none"> • Teachers of grades 3-12 and other professionals will participate in the district-approved Student Voice Survey annually with a minimum of one group of identified students • All teachers, other professionals, and appropriate administrative staff, will read, understand, and sign the district’s Student Voice Ethics Statement 	<p style="text-align: center;"><u>Administration</u></p> <ul style="list-style-type: none"> • The Student Voice Survey will be administered in the school between the hours of 7AM and 5PM local time • To ensure equal access to all students, appropriate accommodations will be given to students with an IEP, 504 plan, or other situations as deemed necessary by administration • The teacher or other professional being surveyed may not be in the room when the students are completing the survey 	<p style="text-align: center;"><u>Results</u></p> <ul style="list-style-type: none"> • Results will be used to inform Professional Practice • Formative years’ data will be used to inform Professional Practice in the summative year • Survey data will only be considered when 10 or more students are respondents; Every attempt will be made by the district student voice point of contact to ensure that all teachers and other professionals have at least 10 students responding 	<p style="text-align: center;"><u>Student Selection</u></p> <ul style="list-style-type: none"> • The student voice contact will work with district and school administration to determine appropriate student selection for consistency across the district • The student voice contact will survey the population of students appropriate for each teacher or other professional’s role • The student voice contact and administration will consider time and age-appropriateness when determining the number of surveys students will take.

Products of Practice & Other Sources of Evidence

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

Required Products of Practice include:

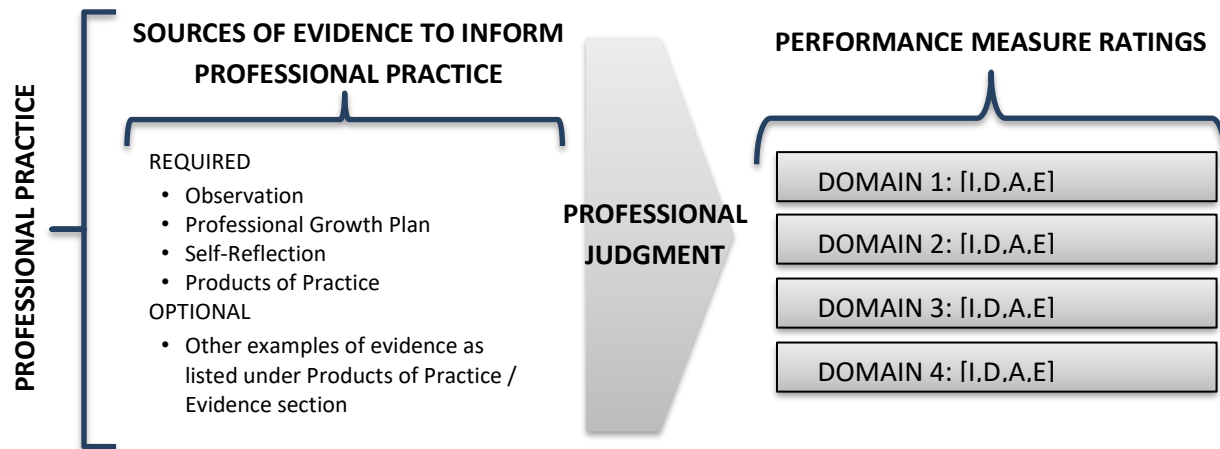
- Observations conducted by the certified Supervisor
- Student Voice Surveys
- Self-Reflection and Professional Growth Plan

Additional examples may include:

- student growth and performance on formative assessments (MAP, teacher-created, etc)
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from team, department, or PLC meetings
- teacher interviews
- informal peer observations
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- program review evidence
- engagement in professional organizations
- action research
- other items deemed appropriate by the evaluator and the teacher/other professional

Rating Professional Practice

The Kentucky Framework for Teaching and the Specialist Frameworks for Other Professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each performance measure at the culmination of an educator's cycle.



Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each evaluatee at the conclusion of their summative evaluation year. 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. The Overall Performance Category is informed by the educator’s ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the performance measures, domains, and the decision rules that establish a common understanding of performance thresholds to which all educators are held.

- Evaluators will provide a summative rating for each performance measure based on evidence and professional judgment.
- Evaluators will refer to the chart below when applying the district decision rules for determining an educator’s professional practice.
- All ratings and the individual’s Overall Performance Category will be documented in the district/state-approved technology platform for access by the evaluator and evaluatee.
- All evaluations and ratings will be documented on appropriate forms, signed by both the evaluator and evaluatee, and will become part of the educator’s personnel file.
- The evaluatee may submit a written statement in response to the summative rating and that response will be included in his/her official personnel record.

CRITERIA FOR DETERMINING OVERALL PERFORMANCE 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 rated Developing, One Performance Measure rated Accomplished, and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

Professional Growth Plan and Summative Cycle

Based on the Overall Performance Rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

TYPE & LENGTH OF EDUCATOR PLAN FOR TEACHERS & OTHER PROFESSIONALS	
OVERALL PERFORMANCE RATING	EXEMPLARY THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goals set by educator with evaluator input PGP activities are educator-directed and implemented with colleagues Formative review annually Summative occurs at the end of Year 3
	ACCOMPLISHED
	DEVELOPING THREE-YEAR CYCLE <ul style="list-style-type: none"> Goals set by educator with evaluator input; one must address low performance or outcomes PGP activities are designed by educator with evaluator input Formative review annually
	INEFFECTIVE UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goal determined by evaluator Goals focus on low performance / outcome area PGP activities designed by evaluator with educator input Formative review at mid-point Summative at end of plan

The Certified Evaluation Plan for Principals and Assistant Principals (PSEL)

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 and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: The Professional Standards for Educational Leaders (PSEL).

Principal/Assistant Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of:

Planning	Environment	Instruction	Professionalism
<u>Standard 1</u> : Mission, Vision, Core Values <u>Standard 9</u> : Operations and Management <u>Standard 10</u> : School Improvement	<u>Standard 3</u> : Equity & 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

Included in the Performance Standards are Performance Measures that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s professional practice will be situated within one or more of the 6 standards, within the four performance measures. Each performance measure will be rated one of the following: 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 measure, using the chart provided.

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 will use the following categories of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Site-Visits

Evaluators may also include:

- Items from the Products of Practice/Other Sources of Evidence List
- Survey data from teachers, students, parents

PSEL Evaluation Activity	Timeline (To be completed annually)
Explanation & Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> • Completed by the evaluatee’s first 30 calendar days of the school year
Self-Reflection	<ul style="list-style-type: none"> • By September 15th: Principal/Assistant Principal will reflect on the performance standards, data from surveys, achievement data, school report card, non-academic measures, superintendent feedback, etc. prior to completion of PGP
Professional Growth Plan	<ul style="list-style-type: none"> • On or before October 1st: Principal/Assistant Principal/Dean of Students, in collaboration with the Superintendent or designee, create a professional growth plan/goals
First Site Visit Assistant Principal Observation Mid-Year Review of Goals Mid-Year Conference	<ul style="list-style-type: none"> • October 1st – January 30th: The superintendent/designee and principal will meet to review progress on the Professional Growth Plan/Goals to provide systematic feedback.
Second Site Visit Assistant Principal Observation (if needed) End of Year Review of Goals End of Year Conference	<ul style="list-style-type: none"> • February 1st – April 30th: The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on PGP progress will be discussed.
Val-Ed, IMPACT Surveys	<ul style="list-style-type: none"> • The Val-Ed, IMPACT, or other surveys may be given as additional survey data to be used for consideration.
Summative Evaluation Completed	<ul style="list-style-type: none"> • On or before April 30th • To become part of personnel file
Corrective Action Plan	<ul style="list-style-type: none"> • As needed throughout the process

Professional Growth Planning and Self-Reflection – Completed by Principals & Assistant Principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with district administrators, principals and assistant principals/dean of students will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The principal and assistant principal/dean of students (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 and assistant principal/dean of students 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/dean of students will participate in self-reflection and professional growth planning each year.
- The superintendent and principal will meet to collaborate on the professional growth plan. At this time goals will be agreed upon and actions, supports and resources needed, will be discussed. Draft goals should be created prior to the meeting using data from surveys, student achievement, prior feedback, nonacademic data, etc.
- Assistant Principals or Dean of Students will meet with evaluator to decide of goals for their professional growth plan.

Site Visits – Completed by Supervisor of Principal

Site visits are a method by which the superintendent/designee 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 to be conducted at least twice each year by the superintendent or designee. See the chart for the specific timeline. If there is a principal who meets the definition of a late hire, then a timeline will be established by the Superintendent and that principal specifically. Visits will be documented using the district/state-approved technology platform.
- All principals will be evaluated every year and receive summative evaluations annually.

Observations of Assistant Principals or Dean of Students – Completed by Supervisor/Designee of Assistant Principal

Observations are a method by which the principal/designee may gain insight into the assistant principal or dean of students' practice in relation to the standards. During an observation, the principal will discuss various aspects of the job with the assistant principal/dean of students.

- Observations are to be conducted at least once each year by the principal or designee, but may be conducted twice if needed. See the chart for the specific timeline.
- All assistant principals or dean of students will be evaluated every year.

Site Visit/Observation Conferencing

- A Beginning of the Year Conference will take place on or before October 1st. During this conference, the evaluator and evaluatee will discuss reflections made by the principal/assistant principal/dean of students regarding the performance standards, data from surveys, achievement data, school report card data, non-academic measures, superintendent feedback, or other items in order to create and come to agreement on the professional growth plan and goals.
- A Mid-Year Conference will take place after the first site visit/observation to discuss performance in relation to the standards and to review progress on the goals and the professional growth plan. The Mid-Year Conference is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to January 30th.
- An End of Year Conference will take place after the second site visit/observation (if needed) to discuss performance in relation to the standards and to discuss progress made toward the goals and professional growth plan. The End of Year Conference is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to April 30th. The end of year review will serve as the summative evaluation conference for principals, assistant principals, and dean of students.

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the performance measures. Examples include:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- PLC/Team Meeting 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
- School Report Card Data
- Other item(s) deemed appropriate by the evaluator and evaluatee

Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Rating for each principal at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the principal's ratings on their professional measures. Assistant Principals/Deans of Students are given a rating by their supervisor/evaluator.

The principal performance standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize and analyze evidence for each individual principal based on these performance standards.

Supervisors and principals/assistant 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.

- All formative observations/site visits and conferencing data, self-reflection, PGP, and other pieces of evidence will be reviewed, in combination with the evaluator's professional judgement while referencing the rating explanations (Exemplary, Accomplished, Developing, and Ineffective) described on page 6 of this document, each of the four Performance Measures will receive a rating.
- A summative rating will be determined for each standard. Each standard rating will be marked appropriately, reviewed, and then each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) will have a final rating determined.
- Evaluators will place all final summative ratings in the district-approved technology platform.
- Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. (See Products of Practice/Other Sources of Evidence)
- Evaluators will apply district decision rules for determining an educator's professional practice. See the chart on the following page.
- Professional practice ratings shall be completed on or before April 30th of each school year and will be recorded in the district/state-approved technology platform.

Determining the Overall Performance Rating

A principal/assistant principal's Overall Performance Rating is determined by the evaluator based on his/her ratings on each performance measure. Evaluators will use the following decision rules for determining the Overall Performance Rating:

CRITERIA FOR DETERMINING OVERALL PERFORMANCE RATING	
IF...	THEN...
Two or More Performance Measures are rated Exemplary and no Performance Measure is rated Developing or Ineffective	The Overall Summative Rating shall be Exemplary
Two or More Performance Measures are rated Accomplished, and no Performance Measure is rated Ineffective	The Overall Summative Rating shall be Accomplished
Three or More Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective

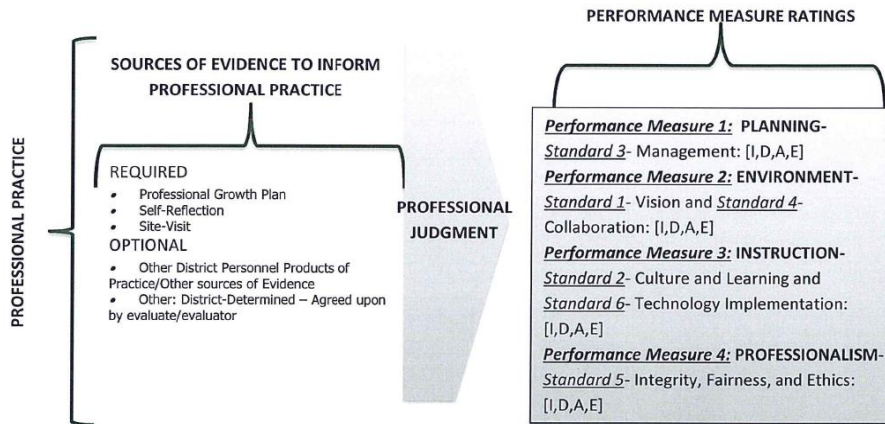
Overall Performance Rating and Growth Plans

Based on the overall Professional Practice rating and Student Growth rating, the chart below will be used to determine the type of Professional Growth Plan and/or Corrective Action Plan.

- An individual's Overall Performance Rating will be documented in the district/state-approved technology platform for access by the evaluator and evaluatee.
- All evaluations and ratings will be documented on appropriate forms, signed by both the evaluator and evaluatee, and will become part of the educator's personnel file.
- The evaluatee may submit a written statement in response to the summative rating and that response will be included in his/her official personnel record.

The Certified Evaluation Plan for Other District Personnel (ODPGES)

The following graphic outlines the summative evaluation model for the Other District Personnel Professional Growth and Effectiveness 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 district personnel. 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 is grounded in a common framework: The Interstate School Leaders Licensure Consortium (ISLLC) Performance Standards.

- A Superintendent/Designee will be the evaluator for all Other Certified District Personnel.
- The Superintendent/Designee will request that Other Certified District Personnel conduct a self-evaluation using the common rubric for Other Certified District Personnel and complete an evaluation using the rubric standards and summative evaluation form.
- All Other Certified District Personnel shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.

The Other District Personnel Performance Standards

The Other District Personnel Standards are designed to support student achievement and professional best-practice through the standards of Vision, Collaboration, Management, Culture and Learning, Technology & Global Context, and Integrity, Fairness, and Ethics.

1. Vision	Educational leaders promote the success of every student by developing and promoting a vision of learning.
2. Culture and Learning	Culture is cultivated with both staff and students.
3. Management	Educational Leaders have control of all aspects of their building and are effective managers of resources.
4. Collaboration	Educational Leaders utilize the resources of the community at large.
5. Integrity, Fairness, and Ethics	Educational Leaders are ethical, fair, and act with integrity.
6. Technology & Global Context	Educational Leaders demonstrate the implementation of technology use to broaden the scope of the students' ability to compete in a global society.

Included in the Performance Standards are Performance Measures that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a leader's professional practice will be situated within one or more of the 6 standards, within the four performance measures. Each performance measure will be rated one of the following: 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 district leader 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 measure, using the chart provided.

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 leaders 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 district leader performance. These factors may include school/district-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 will use the following categories of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Site-Visits

Evaluators may also include:

- Items from the Products of Practice/Other Sources of Evidence List
- Survey data from teachers, students, parents

ODPGES Evaluation Activity	Timeline (To be completed annually)
Explanation & Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> Completed by the evaluatee’s first 30 calendar days of the school year
Self-Reflection	<ul style="list-style-type: none"> By September 15th: Certified District Personnel will reflect on the performance standards, data from surveys, achievement data, school/district report cards, non-academic measures, superintendent feedback, etc. prior to completion of PGP
Professional Growth Plan	<ul style="list-style-type: none"> On or before October 1st: Certified District Personnel, in collaboration with the Superintendent or designee, create a professional growth plan/goals
First Site Visit Certified District Personnel Observation Mid-Year Review of Goals Mid-Year Conference	<ul style="list-style-type: none"> October 1st – January 30th: The Superintendent/designee and Certified District Personnel will meet to review progress on the Professional Growth Plan/Goals to provide systematic feedback.
Second Site Visit Certified District Personnel Observation End of Year Review of Goals End of Year Conference	<ul style="list-style-type: none"> February 1st – April 30th: The Certified District Personnel will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on PGP progress will be discussed.
Val-Ed, TELL Kentucky, Surveys	<ul style="list-style-type: none"> The Val-Ed, TELL, or other surveys may be given as additional survey data to be used for consideration.
Summative Evaluation Completed	<ul style="list-style-type: none"> On or before April 30th To become part of personnel file
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

Professional Growth Planning and Self-Reflection – Completed by Other Certified District Personnel

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the Superintendent, district leaders will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The certified district leader (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 the district leader's 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 Other Certified District Personnel will participate in self-reflection and professional growth planning each year.
- The superintendent and district leader will meet to collaborate on the professional growth plan. At this time goals will be agreed upon and actions, supports and resources needed, will be discussed. Draft goals should be created prior to the meeting using data from surveys, student achievement, prior feedback, nonacademic data, etc.
- Other Certified District Personnel will meet with evaluator to decide of goals for their professional growth plan.

Site Visits – Completed by Supervisor of Other Certified District Personnel

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

- Site Visits are to be conducted at least twice each year by the superintendent or designee. See the chart for the specific timeline. If there is a district leader who meets the definition of a late hire, then a timeline will be established by the Superintendent and that district leader specifically. Visits will be documented using the district/state-approved technology platform.
- All district leaders will be evaluated every year and receive summative evaluations annually.

Observations of Other Certified District Personnel – Completed by Supervisor/Designee of Other Certified District Personnel

Observations are a method by which the evaluator may gain insight into the district leader's practice in relation to the standards. During an observation, the superintendent/designee will discuss various aspects of the job with the district leader. Observations are to be conducted at least once each year by the superintendent/designee, but may be conducted twice if needed. See the chart for the specific timeline.

Site Visit/Observation Conferencing

- A Beginning of the Year Conference will take place on or before October 1st. During this conference, the evaluator and evaluatee will discuss reflections made by the district leader regarding the performance standards, data from surveys, achievement data, school/district report card data, non-academic measures, superintendent feedback, or other items in order to create and come to agreement on the professional growth plan and goals.

- A Mid-Year Conference will take place after the first site visit/observation to discuss performance in relation to the standards and to review progress on the goals and the professional growth plan. The Mid-Year Conference is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to January 30th.
- An End of Year Conference will take place after the second site visit/observation (if needed) to discuss performance in relation to the standards and to discuss progress made toward the goals and professional growth plan. The End of Year Conference is to be completed within five (5) working days after the formal site visit/observation and shall take place prior to April 30th. The end of year review will serve as the summative evaluation conference for district leaders.

Products of Products of Practice/Other Sources of Evidence

Other Certified District Personnel may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to their practice within the performance measures. Examples include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Board of Education Meeting Minutes • Faculty Meeting Agendas and Minutes • PLC/Team Meeting Agendas and Minutes • Leadership Team Agendas and Minutes • Instructional Round/Walk-Through documentation • Reports and Budgets • EILA/Professional Learning experience documentation • Community/School Communications | <ul style="list-style-type: none"> • Surveys • Professional Learning provided to staff • Professional Organization memberships • Parent/Community engagement surveys • Parent/Community engagement events documentation • District/School Report Card Data • Other item(s) deemed appropriate by the evaluator and evaluatee |
|---|---|

Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Rating for each district leader at the conclusion of their summative evaluation year. The Overall Performance Rating is informed by the district leader’s ratings on their professional measures. Other Certified District Personnel are given a rating by their supervisor/evaluator.

The district leader’s performance standards stand as the critical rubric for providing district leaders and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize/analyze evidence for each individual district leader based on these performance standards.

Supervisors and district leaders 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.

- All formative observations/site visits and conferencing data, self-reflection, PGP, and other pieces of evidence will be reviewed, in combination with the evaluator’s professional judgement while referencing the rating explanations (Exemplary, Accomplished, Developing, and Ineffective) described on page 6 of this document, each of the four Performance Measures will receive a rating.
- A summative rating will be determined for each standard. Each standard rating will be marked appropriately, reviewed, and then each of the four Performance Measures (Planning, Environment, Instruction, and Professionalism) will have a final rating determined.
- Evaluators will place all final summative ratings in the district-approved technology platform.
- Other Certified Personnel may provide additional evidences to support assessment of their own professional practice. (See Products of Practice/Other Sources of Evidence)
- Evaluators will apply district decision rules for determining an educator’s professional practice. See the chart that follows this section.
- Professional practice ratings shall be completed on or before April 30th of each school year and will be recorded in the district/state-approved technology platform.

Determining the Overall Performance Rating

A district leader’s Overall Performance Rating is determined by the evaluator based on his/her ratings on each performance measure. Evaluators will use the following decision rules for determining the Overall Performance Rating:

CRITERIA FOR DETERMINING OVERALL PERFORMANCE RATING	
IF...	THEN...
Two or More Performance Measures are rated Exemplary and no Performance Measure is rated Developing or Ineffective	The Overall Summative Rating shall be Exemplary
Two or More Performance Measures are rated Accomplished, and no Performance Measure is rated Ineffective	The Overall Summative Rating shall be Accomplished
Three or More Performance Measures are rated Developing	The Overall Summative Rating shall be Developing
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be Ineffective

Overall Performance Rating and Growth Plans

Based on the overall Professional Practice rating and Student Growth rating, the chart below will be used to determine the type of Professional Growth Plan and/or Corrective Action Plan.

- An individual’s Overall Performance Rating will be documented in the district/state-approved technology platform for access by the evaluator and evaluatee.
- All evaluations and ratings will be documented on appropriate forms, signed by both the evaluator and evaluatee, and will become part of the educator’s personnel file.
- The evaluatee may submit a written statement in response to the summative rating and that response will be included in his/her official personnel record.

Corrective Action Plan

The individual corrective action plan shall be written upon the determination of an “Ineffective” domain rating in the evaluation plan cycle or when an immediate change is required in educator behavior or practice. The evaluator shall direct the individual corrective action plan with input from the evaluatee. The plan shall address the ineffective educator practices through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion, as listed below.

Completing the Individual Corrective Action Plan

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an “ineffective” rating on any one Domain or when an immediate change in behavior or practice is needed. The Corrective Action Plan form in Section 3 of this booklet must be used. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the domain(s) or behavior or practice. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Domain Number/Immediate Change in Behavior or Practice

Identify the specific component(s) that has an “ineffective” rating assigned, or indicate the immediate change required in behavior or practice.

2. Objectives

Objectives must address the specific domain(s) rated as “ineffective” or the immediate change in behavior or practice. The evaluatee and evaluator work closely to correct the identified weaknesses.

3. Strategies

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

4. Assessment Method and Target Dates

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

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

Provide the necessary documentation.

Ludlow Independent Schools

Procedural Guidelines for an Evaluation Appeals Panel Hearing

Membership of the Appeals Committee: The committee will consist of two (2) members elected by the certified employees of the local district, and one (1) member appointed by the board of education who is a certified employee of the local board of education.

The purpose of this hearing is to determine if the evaluation plan process and guidelines have been followed. The burden of proof is with the evaluatee.

1. Certified personnel who wish to appeal their summative evaluation must appeal in writing within five (5) working days of the summative evaluation conference. The written appeal must be presented to the primary evaluator. The district form shall be used for all certified evaluation appeals.
2. The primary evaluator will notify the district evaluation coordinator of the appeal and forward the written appeal to the coordinator within two (2) working days.
3. The coordinator will notify the appeal committee members who will hold a preliminary meeting within ten (10) working days of the written appeal.
4. 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 the three panel members.
5. The panel shall hear both procedural and professional judgmental conclusions of evaluations in accordance with the district evaluation plan.
6. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set the time and place of the hearing. During the hearing, additional questions may be posed by panel members. The panel, upon review of documentation, may determine number of witnesses or other procedures as necessary.
7. The hearing will be held at a time and place set by the panel. The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and to answer questions from the panel.
8. The evaluator and evaluatee may have representation during the hearing.
9. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
10. Only panel members, the evaluatee and evaluator, witnesses determined by the panel, and legal counsel or chosen representatives will be present at the hearing.

11. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the Proceedings.
12. The following procedures will be followed during the hearings:
Chairperson will convene the hearing, cover procedures, and clarify the responsibility of the panel. Each party will be allowed to make a statement of claim. The evaluatee will begin, followed by the evaluator. No interruptions of the presentation will be allowed. The length of the presentation should not exceed thirty (30) minutes. However, the chairperson may grant additional time if needed. Cross-examination may occur at the end of the evaluatee's and evaluator's presentation. Presentations and cross-examinations shall be limited to items contained in the formative and summative evaluation along with the appeal information for the current evaluation cycle. The panel may question the evaluatee and evaluator. Each party will be permitted five (5) minutes for closing statements after all parties have completed their presentations and cross-examinations. The evaluator will go first followed by the evaluatee. The chairperson of the panel will make the closing remarks.
13. The panel will deliberate and issue written findings within fifteen (15) working days of the hearing.
14. The written findings and decisions will be presented to each the evaluatee, evaluator, and the superintendent.
15. Appeal to Kentucky Board of Education (Section 9 KAR):
 - (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
 - (2) The appeal procedures shall be as follows:
 - (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
 - (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
 - (c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
 - (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
 - (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.

**Summative Evaluation Appeal Form for TPGES, PSEL, OPGES, ODPGES
Ludlow Independent Schools**

This form is to be used by certified employees who wish to appeal their summative evaluations to the Appeal Panel. It is to be completed and submitted within five (5) working days after the summative conference, following the Appeals Process outlined in Section 1 of the Evaluation Plan for all Certified Personnel. All Appeal documents shall become part of the individual's official personnel record.

Certified Employee's Name: _____
Position in the district/school: _____
School Location: _____
Date: _____

What specifically do you object to or why do you feel that you were not fairly evaluated?

If additional space is needed, attach extra sheet. Identify number of pages attached: _____

Date you received the summative evaluation _____

Name of the evaluator _____

I hereby give consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Employee's Signature

Date

District Certified Personnel's Signature

Date

