

2024-2025



**FULTON COUNTY SCHOOL DISTRICT
CERTIFIED EVALUATION PLAN**

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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.

Non-tenured teachers, Specialists, and Central Office Administrators will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the Certified Evaluation Plan.

- The immediate supervisor of the evaluatee shall be designated as the primary evaluator.

Evaluators shall be trained.

- All new evaluators of certified personnel will complete initial certified evaluation training and testing provided by the Kentucky Department of Education or an approved provider.
- All evaluators of certified personnel will complete a minimum of six (6) hours of personnel evaluation system EILA approved training on an annual basis.
- All evaluators will receive training, support, and/or resources in the following areas as defined by KRS 156.557 and 704 KAR 3:370
 - Effective observation and conferencing techniques
 - Providing clear and timely feedback
 - Establishing and assisting with a professional growth plan
 - Summative decision techniques
 - Ensuring consistent and reliable ratings

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the Principal Evaluation system.

The Superintendent will be evaluated annually by the local school board.

Evaluations will be documented on approved forms to become part of official personnel file.

ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Fulton 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:
Ashton Giles	FCES Principal
Ellen Murphy	FCMS Principal
Tiea-Cross Davis	FCMS Principal
Veronica Hopwood	FCMS Teacher
Tamra Parker	Special Education Liaison
Tracey Ellegood	FCES Teacher
Laura Miller	FCMS Teacher
Kim Dublin	Assistant Superintendent

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 23, 2024. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Fulton County Schools Certified Personnel Evaluation Process

As required by 704 KAR 3:345, **Fulton County School District** has established an evaluation committee consisting of equal numbers of teachers and administrators to develop evaluation procedures and forms for certified positions below the level of the district superintendent. (The superintendent's evaluation process is developed and adopted by the local board of education.) This committee makes recommendations about the district evaluation plan and presents those recommendations to the local board for its consideration and approval. The 50/50 committee was composed of the following administrators and teachers:

District Administrators:

Kim Dublin, Chair, Assistant Superintendent, Designated Contact Person

Sondra Gibbs, Academic Operations Director

Tamra Parker, Special Education Liaison, Fulton County Schools

School Administrators

Ashton Giles, Principal, Fulton County Elementary

Tiea Cross Davis, Principal, Fulton County Middle School

Ellen Murphy, Principal, Fulton County High School

Teachers

Tracey Ellegood, Teacher, Fulton County Elementary

Veronica Hopwood, Teacher, Fulton County Middle School

Laura Miller, Teacher, Fulton County High School

Summative Evaluation Appeals Panel

Kim Dublin, Chair

Alternate Chair:

Patrice Chambers

Teachers

Jill Jackson-Fulton County FCES

Willie Campbell, FCMS

Kari McConnell-FCHS

Alternate Teachers:

Chris Roberts

Jessie Kirk

Fulton County Board of Education affirms that no person shall on the basis of sex, race, religion, creed, color, national origin, citizenship status, or handicap, be excluded from participation in, or be subjected to, discrimination under any educational program or activity under its auspices.

The district contact person responsible for the monitoring, training, and implementation of the evaluation plan is Kim Dublin. Kim Dublin may be reached by email at kim.dublin@fulton.kyschools.us or at the Central Office at (270) 236-3923, ext. 5002.

The Fulton County Board of Education acted upon the 50/50 Committee's proposal of the procedural changes to Fulton County School District certified evaluation plan as presented at the board meeting on May 23, 2024 by being presented with this plan and determining construction of certified evaluation plan for the 2024-2025 school year.

COMMITTEE STATEMENT

As members of the Fulton County School's Certified Evaluation 50/50 Committee, we have reviewed this document to ensure the continued success of student achievement with administrators and educators working together.

Ashton Giles

Ashton Giles, Principal
Fulton County Elementary

Tiea Cross-Davis

Tiea Cross-Davis, Principal
Fulton County Middle

Tamra Parker

Tamra Parker, Special Education Liaison
Fulton County Central Office

Laura Miller

Laura Miller, Teacher
Fulton County High School

Ellen Murphy

Ellen Murphy, Principal
Fulton County High

Veronica Hopwood

Veronica Hopwood, Teacher
Fulton County Middle

Tracey Ellegood

Tracey Ellegood, Teacher
Fulton County Elementary School

Kim Dublin

Kim Dublin, Assistant Superintendent
Fulton County Central Office

District Certified Personnel Evaluation System

Roles and Definitions

1. **Accomplished:** consistently meets expectations for effective performance
2. **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.
3. **Artifact:** a product of a certified school personnel's work that demonstrates knowledge and skills.
4. **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 the Educational Professional Measures Board pursuant to 16 KAR 3:050.
5. **Certified Administrator:** certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
6. **Certified School Personnel:** a certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by EPSB.
7. **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.
8. **Developing:** inconsistently meets expectations for effective performance
9. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance measure.
10. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
11. **Evaluatee:** the certified school personnel who is being evaluated
12. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
13. **Exemplary:** consistently exceed expectations for effective performance
14. **Formative Evaluation:** is defined by KRS 156.557(1)(a).
15. **Full Formal Observation:** An observation that is conducted during a full class period.
16. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Ineffective."
17. **Ineffective:** consistently fails to meet expectations for effective performance
18. **Job Category:** A group or class of certified school personnel positions with closely related functions.
19. **Mini Observation:** An observation that takes place during a partial class period.
20. **Non-Tenured Teacher:** a teacher on a "limited contract." A "limited contract" shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.
21. **Observation:** a data collection process conducted by a certified observer for the purpose of evaluation and may include notes and professional judgments made during one (1) or more classroom or worksite visits of any duration, may include examination of artifacts, and may be conducted in person or through video.
22. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
23. **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.
24. **Post-Conference:** A meeting between the evaluator and the certified personnel employee (evaluatee) to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment of a professional growth plan.

25. **Pre-Conference:** A meeting between the evaluator and the certified personnel (evaluatee) to discuss the upcoming scheduled observation.
26. **Preschool Teacher:** A certified school personnel who holds a certificate required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications required by 704 KAR 3:410, Section 7.
27. **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 Educational Professional Standards Board pursuant to 16 KAR 3:050.
28. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator’s skills, knowledge, expertise and other characteristics.
29. **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 the school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
30. **Professional Practice:** the demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.
31. **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.
32. **Self-Reflection:** 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
33. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance measures.
34. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
35. **Specialists:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
36. **Summative Evaluation:** is defined by KRS 156.557(1)(d). All evidences used to determine an overall performance (summative) rating for certified personnel must be included in the documentation of the summative evaluation.
37. **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 teacher certificate under 16 KAR 2:010 or 16 KAR 2:020.
38. **Tenured Teacher:** A teacher who is on a “continuing contract,” shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.

Section 1 - TEACHER

System Components

There are neither numbers nor percentages that dictate ratings on performance measures and overall performance category 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 performance measures and an overall rating is paramount in this process.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the performance measures of Planning, Environment, Instruction, and Professionalism. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four performance measures of the framework. They are:

- Planning
- Environment
- Instruction
- Professionalism

Performance will be rated for each component according to four performance levels:

- Ineffective: consistently fails to meet expectations for effective performance
- Developing: inconsistently meets expectations for effective performance
- Accomplished: consistently meets expectations for effective performance
- Exemplary: consistently exceed expectations for effective performance

The summative rating is established by combining the ratings for each of the 4 performance 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 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 performance measure, 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.

The immediate supervisor shall be designated as the primary evaluator. Evaluators must use the following categories of evidence in determining overall rating

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

These required evidences will be used to inform a rating for each performance measure: Planning, Environment, Instruction, and Professionalism. The summative rating is established by combining the ratings for each of the 4 performance measures.

All components and sources of evidence related to supporting an educator's professional practice will be completed and recorded in the district approved platform.

Training for all evaluators will include:

- All new evaluators of certified personnel will complete initial certified evaluation training and testing provided by the Kentucky Department of Education or an approved provider.
- All evaluators of certified personnel will complete a minimum of six (6) hours of personnel evaluation system EILA approved training on an annual basis.
- All evaluators will receive training, support, and/or resources in the following areas as defined by KRS 156.557 and 704 KAR 3:370
 - Effective observation and conferencing techniques
 - Providing clear and timely feedback
 - Establishing and assisting with a professional growth plan
 - Summative decision techniques
 - Ensuring consistent and reliable ratings
- All evaluators must meet certified evaluation plan requirements prior to conducting a formative or summative evaluation.

Teacher Evaluation System – Evaluation Timeline	
Evaluation Activity	Teacher Timeline
Explanation and Review of Certified Evaluation Process with Administration and Staff.	<ul style="list-style-type: none"> No later than the first thirty (30) calendar days of reporting for employment for each school year
Self-Reflection and Professional Growth Plan – PGP’s shall be aligned with school/district improvement plans	<ul style="list-style-type: none"> All teachers reflect on his/her current growth needs By October 31st – All teachers complete the self-reflection process and, in collaboration with the primary evaluator, create a professional growth plan to be approved annually by primary evaluator.
First Observation Window September 15th – January 30th	<ul style="list-style-type: none"> Observations may begin after the evaluation training takes place within the first month of employment. All non-tenured teachers and tenured teachers on their summative year will have a full formal observation. The primary evaluator will conduct one formal observation with all tenured teachers who are in their Cycle 3 year within the first or second window.
Second Observation Window January 31st – April 15 th	<ul style="list-style-type: none"> All non-tenured teachers and tenured teachers on their summative year will have a full formal observation. The primary evaluator will conduct one formal observation with all tenured teachers who are in their Cycle 3 year within the first or second window.
PGP Midyear Ongoing Reflection	<ul style="list-style-type: none"> Completed by January 31st or as needed
PGP End of Year Reflection Summative Evaluation Completed Teachers in Summative year (Teachers NOT in summative year)	<ul style="list-style-type: none"> Completed May 1st Completed by April 15th
Summative Evaluation Appeal	Within five (5) working days of the summative conference
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

Professional Practice

Professional Growth Planning and Self-Reflection

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

The Professional Growth Plans align with school and district improvement plans.

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

- In the event of a late hire and to ensure consistency with the evaluation process, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Teachers shall complete the self-reflection and Professional Growth Plan on or before October 30th of the school year and shall be reviewed annually.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative final review of the professional growth plan will be completed at a teacher's summative conference on or before April 15th if the teacher is not in their summative year on or before May 1.

Observation

- The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice.
- All observations must be documented using district forms.
- Observations for tenured teachers:
 - Tenured teachers in year 1 or 2 of their summative cycle shall have one observation.
 - Tenured teachers in year 3 of their summative cycle shall have two observations, one during each observation window.
 - Multiple observations for **tenured teachers shall occur** when observation results yield an **ineffective** determination.
- Observations for non-tenured teachers shall occur every year.
- In the event of a late hire or teacher leave:
 - The primary evaluator will consult with the district evaluation plan contact to determine the observation schedule to comply with regulation.
 - In the event of an extended leave (60 consecutive days or more), the observation process may be reduced, however, the primary evaluator must conduct one (1) full formal observation.

- If the observation process cannot be completed (1 full formal observation), due to extenuating circumstances, the evaluation process for the evaluatee will be suspended to the following year.
- In the event that the evaluator cannot complete their obligation to the evaluation process, the evaluator will consult with the district evaluation plan contact to determine next steps and possible use of additional trained personnel to observe and provide information to the evaluator.

All full formal observations must be announced.

Observations will be documented on approved template or forms to become part of the official personnel file. A copy of the evaluation is provided to the evaluatee.

The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file. A complete observation cycle includes:

- A minimum of two (2) full observations conducted by the supervisor

Windows	Tenured (Summative Year, or Professional Practice Rating warrants Summative)	Non-Tenured Annual evaluations with multiple observations are required for non-tenured certified personnel.	Tenured (Not Summative Year)
First Window September 15th – January 31st (Observations may begin after the evaluation training takes place within the first thirty 30 calendar days of employment.)	Full formal Observation by Administrator	Full formal Observation by Administrator	Observation
Second Window January 31-April 15 th	Full formal Observation by Administrator Completed on or before May 1st	Full formal Observation by Administrator Completed on or before April 15 th	Completed on or before May 1st

Observation Conferencing Guidelines

Teachers and observers will adhere to the following observation conferencing requirements:

- Pre-Conferences for announced observations **must be conducted at least 1 working day prior to the observation** and may be completed through written electronic correspondence and/or in person. Evaluators will communicate with the evaluatee the method in which to complete the pre-conference.
- All observations MUST complete a face to face post conference **within five (5) working days** of the observation.

Summative Requirements:

- Full observations must be announced.
 - Summative evaluations will be documented on the district's Summative Rating Sheet.
 - Summative evaluations will be documented in writing and placed in the professional's personnel file.
 - All evidences used to determine an overall performance (summative) rating must be included in the documentation of the summative evaluation. Observations are evidences that inform the evaluation.
 - The summative evaluation conference shall be held at the end of the summative evaluation.
 - The required number of observations is the minimum requirement. Additional observation(s) may be conducted if deemed necessary by the primary evaluator.
 - The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.
-

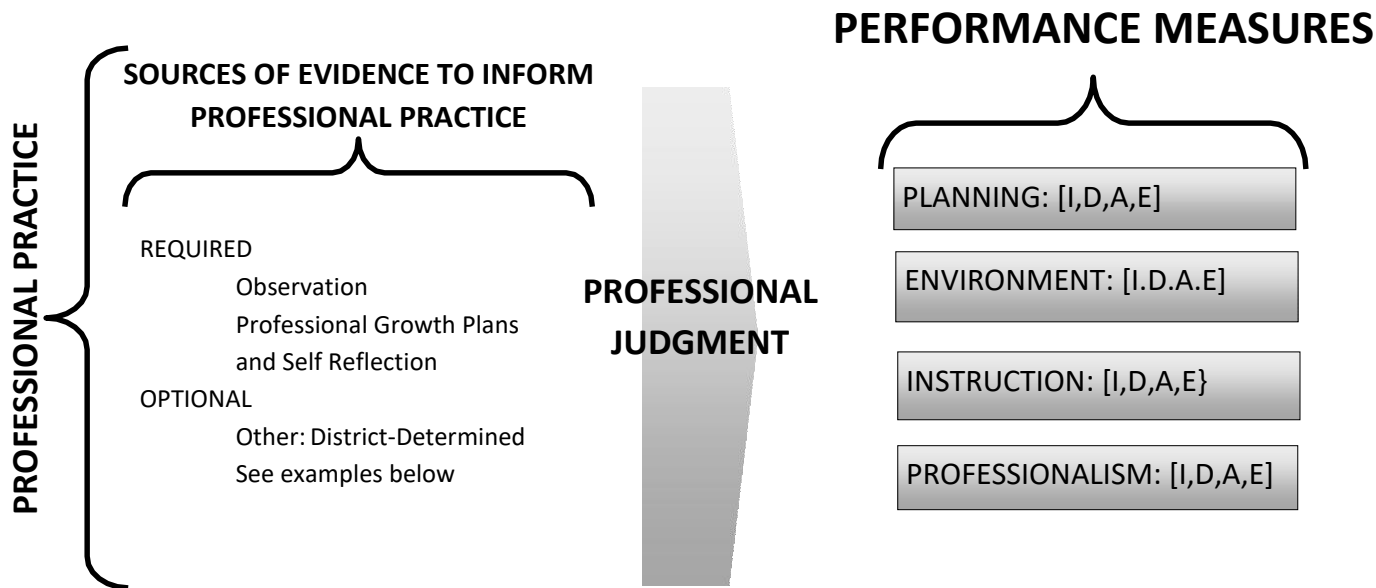
Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. 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 and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. 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.



- ✓ Evaluators will provide a performance level rating for each **performance measure** based on evidence and professional judgment.

- ✓ Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the performance measures. The following **are examples of other sources of evidence** that can be used to support educator practice.
 - ✓ 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 PLCs
 - ✓ 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
 - ✓ progress monitoring data
-

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S SUMMATIVE RATING	
Performance Measures 2 (Environment) and 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

- **Summative evaluations will be documented on the district's Summative Rating Sheet.**
- **Summative evaluations will be placed in the teacher's personnel file.**

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an “Ineffective” performance rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the performance rating of “Ineffective” through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.

- **Note: Summative Evaluation Appeal Process and forms found in the Forms section of this document.**

Teacher Forms

Teacher Self Reflection Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Components from Performance Measures:	Rating:				Evidence:
1A – Knowledge of content and pedagogy	I	D	A	E	
1B – Demonstrating knowledge of students	I	D	A	E	
1C – Setting instructional outcomes	I	D	A	E	
1D – Demonstrating knowledge of resources	I	D	A	E	
1E – Designing coherent instruction	I	D	A	E	
1F – Designing student assessments	I	D	A	E	
2A – Creating an environment of respect and Rapport	I	D	A	E	
2B – Establishing a culture for learning	I	D	A	E	
2C – Managing classroom procedures	I	D	A	E	
2D – Managing student behavior	I	D	A	E	
2E – Organizing physical space	I	D	A	E	
3A – Communicating with students	I	D	A	E	
3B – Questioning and discussion techniques	I	D	A	E	
3C – Engaging students in learning	I	D	A	E	
3D – Using assessment in instruction	I	D	A	E	
3E – Demonstrating flexibility and Responsiveness	I	D	A	E	
4A – Reflecting on teaching	I	D	A	E	
4B – Maintaining accurate records	I	D	A	E	
4C – Communicating with families	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4F – Showing professionalism	I	D	A	E	

Teachers & Other Professional Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 	<u>Summative Growth Cycle:</u> <ul style="list-style-type: none"> ┆ Tenured- 3 year Self Directed ┆ Tenured- 1 year Directed ┆ Tenured- Up to 12 months ┆ Non-Tenured- 1 year Cycle ┆ Non-Tenured- Less Than One year Cycle 	<u>Domain/Component or Standard Addressed</u>
Action Plan		
Action Plan: What is my plan of action to advance my professional growth?		
Support and Resources: What Resources/Support do I need to achieve my goal?		

Professional Growth Goal:	
Connection: <input type="checkbox"/> Self-Reflection <input type="checkbox"/> Observations <input type="checkbox"/> Framework for Teaching <input type="checkbox"/> CSIP/CDIP	
Teacher Signature:	Date:
Administrator Signature:	Date:

On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:		
	<input type="checkbox"/> Not Started <input type="checkbox"/> On Target <input type="checkbox"/> Completed		

Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:
Teacher Signature:	Date:
Administrator Signature:	Date:

Teacher Pre-Observation Document for Scheduled Observations

Directions: The teacher shall complete the *Pre-observation Document & Performance Measures: Planning & Preparation Evidence Tool* for scheduled observations prior to the pre-conference. For electronic pre-conference, email the documents to the evaluator.

Evaluatee	Grade Level/Subject(s)	School	
Evaluator	Pre-Conference Date	Observation Date	
Pre-Conference Type <input type="checkbox"/> Pre-Conference In person <input type="checkbox"/> Pre-Conference Electronic			
Observation Type Check One:	Full #1	Full #2	
Kentucky Framework for Teaching Domain 1: Planning			
1	What are the learning targets and standard(s) for this lesson? (Component 1C)		
2	What instructional materials/resources will be use? (Attach sample materials) (Component 1D)		
3	What information, specific to your students' backgrounds, skills, and interests should be given consideration? (Component 1B)		
4	What challenges do students typically experience in this area, and how have you provided for these challenges? (Component 1A)		
6	How will you determine if students have mastered the learning target and what will you do for those who do not? (Component 1F)		
7	Are there specific teaching behaviors you would like monitored?		
8	Complete the <i>Evidence Tool for Performance Measures: Planning & Professionalism</i> document and submit to the evaluator with this pre-conference document.		

Teacher Full Observation Document

Teacher	Evaluator	School
Grade Level/Subject(s)		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	Ratings:	I	D	A	E
1A Knowledge of Content and Pedagogy					
1B Demonstrating Knowledge of Students					
1C Setting Instructional Outcomes					
1D Demonstrating Knowledge of Resources					
1E Designing Coherent Instruction					
1F Designing Student Assessment					
Comments:					

Domain 2: Environment	Ratings:	I	D	A	E
2A Creating an Environment of Respect and Rapport					
2B Establishing a Culture for Learning					
2C managing Classroom Procedures					
2D Managing Student Behavior					
2E Organizing Physical Space					
Comments:					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Communicating with Students					
3B Using Questioning and Discussion Techniques					
3C Engaging Students in Learning					
3D Using Assessment in Instruction					
3E Demonstrating Flexibility and Responsiveness					
Comments:					

Check those that apply

Observation Window 1 Full Observation Tenured Teacher
 Observation Window 2 Full Observation Non-tenured Teacher

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

Evaluatee's Signature: _____ Date _____ Evaluator's Signature: _____ Date _____

Evaluatee's Response: _____ Date _____ Evaluator's Response: _____ Date _____

**Post-Conference Document for Teachers & Other Professionals
Teacher Full Observations/Site Visit**

Directions: The teacher shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post conference.

Teacher	Grade Level/Subject(s)	School	
Evaluator	Observation Date	Post-Conference Date	
Check Observation Type:	Full #1		Full #2
Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4			
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)		
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)		
3	If teaching this lesson again, is there anything that I would differently? What/Why? (Component 4A)		

The evaluator shall provide a rating for each Performance Measure which is informed from the observation, the Performance Measure Evidence Tool, and other sources of evidence.

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Professional Growth Plan Review Comments

Teacher's Signature

Date

Evaluator's Signature

Date

Comments:

Teacher – Summative Document

Teacher: _____ School: _____ Date: _____
 Evaluator: _____

Performance Measures Ratings				
Performance Measures	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
Planning				
Environment				
Instruction – Delivery of Service				
Professionalism				

SUMMATIVE Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY

Recommendations:

- _____ Re-employ (on limited contract)
- _____ Re-employ (recommended for continuing contract-Tenure)
- _____ Re-employ (currently holding a continuing contract)
- _____ Re-employ (Place on Corrective Action Plan)
- _____ Recommended for Dismissal/Non-Renewal

Teacher's Signature

Date

Evaluator's Signature

Date

Section 2 – Other PROFESSIONALS

Specialists Identified as: Media Specialists, Counselors, Speech Therapists, Psychologists, Curriculum Specialists

The Kentucky Framework for Teaching: Specialists Framework are research-based sets of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple measures clustered into four performance measures of responsibility:

1. Planning
2. Environment
3. Instruction
4. Professionalism

Specialists Frameworks are designed for the unique Professionalism of these specialists.

Performance will be rated for each performance measure according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each performance measure.

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 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 performance measure, 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.

The immediate supervisor shall be designated as the primary evaluator. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation

These required evidences will be used to inform a rating for each performance measure: Planning, Environment, Instruction, and Professionalism

All performance measures and sources of evidence related to supporting an educator's professional practice will be completed and recorded in the district approved platform.

Other Professional – Evaluation Timeline	
Evaluation Activity	Other Professional Timeline
Explanation and Review of Certified Evaluation Process with Administration and Staff.	<ul style="list-style-type: none"> No later than the first thirty (30) calendar days of reporting for employment for each school year
Self-Reflection and Professional Growth Plan – PGP's shall be aligned with school/district improvement plans	<ul style="list-style-type: none"> All teachers reflect on his/her current growth needs By October 31st All teachers complete the self-reflection process and, in collaboration with the primary evaluator, create a professional growth plan to be approved annually by primary evaluator.
Observation Window September 15th – January 31st	<ul style="list-style-type: none"> Observations may begin after the evaluation training takes place within the first month of employment. One formal observation/workplace visit is required for Specialists; more if determined as a need by the primary evaluator. Primary Evaluator will utilize the specialist rubric for evaluation.
PGP Midyear Review	<ul style="list-style-type: none"> Completed on or before January 31st or as needed
PGP End of Year Summative Evaluation Completed (Teachers NOT in summative year) OP's in Summative year	<ul style="list-style-type: none"> Completed on or April 15th Completed on or before May 15th
Summative Evaluation Appeal	Within five (5) working days of the summative conference
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, other professionals will identify explicit goals which will drive the focus of professional growth activities, support.

The Professional Growth Plans align with school and district improvement plans.

Reflective practices and professional growth planning are iterative processes. The 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.

- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Specialists will continuously self-reflect.
- Professional Growth Plans shall be completed in the state and/or district approved platform on or before October 15th of the school year.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at the specialist's summative conference on or before April 15th.

OBSERVATION/WORKPLACE VISIT

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating. For some categories of Specialists, observations may look more like a workplace visit to meet the confidentiality needs of their work.

All observations will include a post-observation conference where specialists and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks.

The power of observation lies in its ability to provide feedback and analytical reflection necessary for specialists to make intentional changes to their professional practices.

- All observations must be documented on district forms.
- **One Observation or Workplace visit will take place every year, on or before April 15th, unless professional practice ratings dictate otherwise.**
- In the event of a late hire or teacher leave:
 - The primary evaluator will consult with the district evaluation plan contact to determine the observation schedule to comply with regulation.
 - In the event of an extended leave (60 consecutive days or more), the observation process may be reduced, however, the primary evaluator must conduct one (1) full observation.
 - If the observation process cannot be completed (1 full observation), due to extenuating circumstances, the evaluation process for the evaluatee will be suspended to the following year.

Observations are evidences that inform the evaluation.

Observations will be documented on approved forms to become part of the official personnel file.

A copy of the observation is provided to the evaluatee.

The evaluatee will have an opportunity to respond to the observation in written form and shall be included in the personnel file. All other professionals, non-tenured or tenured are evaluated and provided a summative every year. The summative cycle, therefore, will include three (3) evaluations, one each year.

Observation Conferencing

Pre-Observation Conferences

- This is an important time for observers of specialists to make sure they have a clear understanding of the specifics of the Specialist Framework.
- **The pre-observation must be conducted 1 working days prior to the observation/workplace visit.** Evaluators will communicate with the evaluatee the method in which to complete the pre-conference. The pre-observation visit may occur by email, phone, face to face, or other methods.

Post-Observation Conferences

- **Other Professionals will meet with their observer for a post-observation conference within five (5) working days of their observation.**

Determining the Overall Performance Category

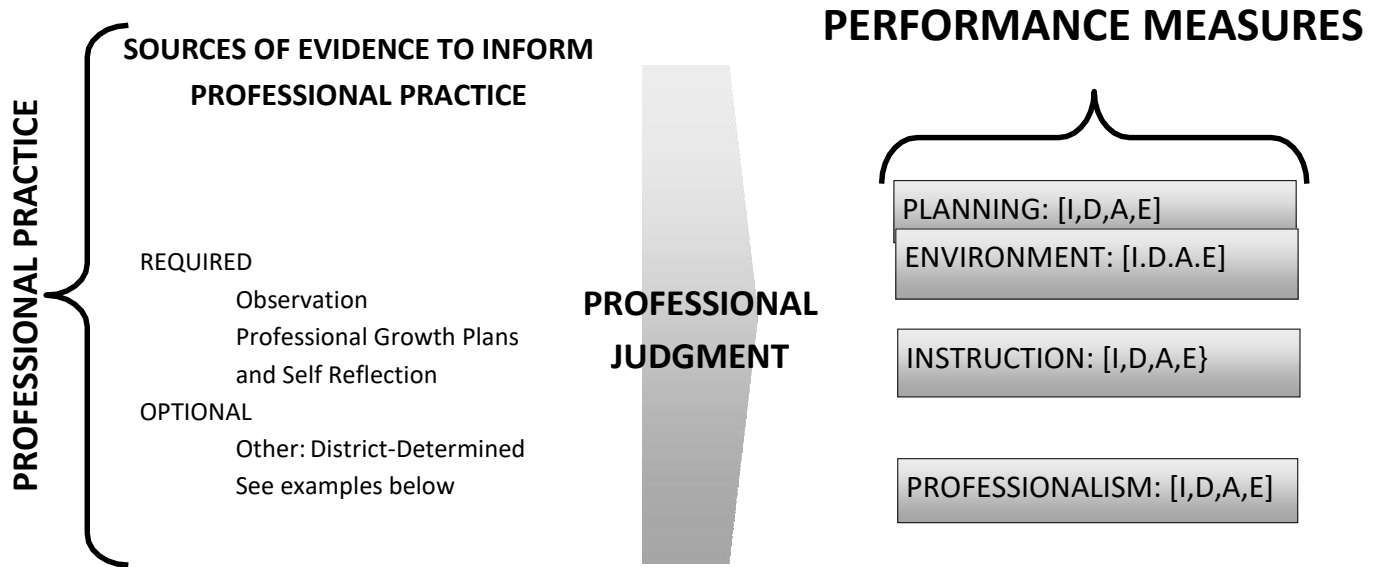
Supervisors are responsible for determining an Overall Performance Category for each specialist annually. The Overall Performance Category is informed by the specialist's ratings on each performance measure. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the specialist's performance against the performance measures and decision rules that establish a common understanding of performance thresholds to which all specialists are held.

Rating Professional Practice

The Kentucky Framework for Specialists stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual professional based on these concrete descriptions of practice.

Supervisors and specialists 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 a specialist's cycle.

- ✓ Evaluators will provide a summative rating for each performance measure based on evidence and professional judgment.
- ✓ Specialists may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the specialist's practice within the performance measures. The following are examples of other sources of evidence that can be used to support professional practice.
 - ✓ 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 PLCs
 - ✓ reflections and/or self-reflections
 - ✓ committee or team contributions
 - ✓ parent engagement surveys
 - ✓ records of student and/or professional's attendance
 - ✓ video lessons
 - ✓ engagement in professional organizations
 - ✓ action research
 - ✓ Other: Describe
- ✓ All ratings must be recorded on district approved forms.



- Evaluators will provide a performance level rating for each **performance measure** based on evidence and professional judgment.

MINIMUM CRITERIA FOR DETERMINING Other Professionals SUMMATIVE RATING	
Performance Measure 2 and 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measure 2 OR 3 are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measure 1 OR 4 are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED

Summative Requirements:

- Summative evaluations will be documented on the district's Summative Rating Sheet.
- Summative evaluations will be documented in writing and placed in the professional's personnel file.
- All evidences used to determine an overall performance (summative) rating must be included in the documentation of the summative evaluation. Observations are evidences that inform the evaluation.
- The summative evaluation conference shall be held at the end of the summative evaluation. **This conference shall be face to face and completed on or before April 15th.**
- The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an "Ineffective" performance measure rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the performance measure rating of "Ineffective" through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee's personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.

- **Note: Summative Evaluation Appeal Process and form is found in the Forms section of this document.**
-

Windows	Tenured (Summative Year, or Professional Practice Rating warrants Summative)	Non-Tenured Annual evaluations with multiple observations are required for non-tenured certified personnel.	Tenured (Not Summative Year)
First Window September 15th – January 30th (Observations may begin after the evaluation training takes place within the first thirty 30 calendar days of employment.)	Full formal Observation/ Site Visit by Administrator	Full formal Observation / Site Visit by Administrator	Observation/ Site Visit by Administrator
Second Window January 31-April 15 th	Full formal Observation/ Site Visit by Administrator Completed on or before May 1st	Full formal Observation/ Site Visit by Administrator Completed on or before April 15th	Completed on or before May 1st

Other Professional Forms

Guidance Self Reflection Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Guidance Counselor: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Reflection/Evidence:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent Development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing measures of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Guidance Counselor Signature/Date

Observer Signature/Date

Media Specialist Self Reflection Instrument

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Reflection/Evidence:
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Collection Development and Maintenance	I	D	A	E	
4G- Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional ethic	I	D	A	E	

Media Specialist Signature/Date

Observer Signature/Date

Therapeutic Specialist Self Reflection Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist: [Click here to enter text.](#) **School:** [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#) **Date:** [Click here to enter text.](#)

Component:	Rating:				Reflection/Evidence:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F - Developing a plan to evaluate the therapy program	I	D	A	E	
2A – Establishing rapport with students	I	D	A	E	
2B - Organizing time effectively	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing measures of conduct in the treatment center	I	D	A	E	
2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Therapeutic Specialist Signature/Date

Observer Signature/Date

Teachers & Other Professional Professional Growth Planning

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my instruction that will effectively impact student learning? What is my personal learning necessary to make that change? What are the measures of success? 	<u>Summative Growth Cycle:</u> <ul style="list-style-type: none"> <input type="checkbox"/> Tenured- 3 year Self Directed <input type="checkbox"/> Tenured- 1 year Directed <input type="checkbox"/> Tenured- Up to 12 months <input type="checkbox"/> Non-Tenured- 1 year Cycle <input type="checkbox"/> Non-Tenured- Less Than One year Cycle 	<u>Domain/Component or Standard Addressed</u>
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Action Plan

Action Plan:
What is my plan of action to advance my professional growth?

Support and Resources:
What Resources/Support do I need to achieve my goal?

Professional Growth Goal:

Connection:
 Self-Reflection
 Observations
 Framework for Teaching
 CSIP/CDIP

Teacher Signature:	Date:
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Administrator Signature:	Date:
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On-going Reflection – Progress Toward Professional Growth Goal (Mid-Year Review)

Date Mid-Review	Status of Professional Growth Goal:	
	<input type="checkbox"/> Not Started <input type="checkbox"/> On Target <input type="checkbox"/> Completed	

Summative Reflection- Level of Attainment for Professional Growth Goal

Date:	End of Year Reflection:

Teacher Signature:	Date:
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Administrator Signature:	Date:
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Other Professional Pre-Observation Document for Scheduled Observations & Site Visits

Directions: The OP shall complete the *Pre-observation Document & Performance Measures: Planning & Preparation Evidence Tool* for scheduled site visits prior to the pre-conference.

For electronic pre-conference, email the documents to the evaluator.

Other Professional	Position	School
Evaluator	Pre-Conference Date	Observation Date
Pre-Conference Type:	<input type="checkbox"/> Pre-Conference In person	<input type="checkbox"/> Pre-Conference Electronic
Observation Type Check One:	Full Site Visit #1	Full Site Visit # 2 as needed

Questions for Discussion:	Notes:
Describe the types of activities/work that will be observed/discussed during the schedule observation/site visit.	
Identify the domain and describe how the activities/work performed relates to the Specialist Framework for this position.	
What evidence will show that the objectives or targets for the work have been successfully achieved?	
Is there anything specific that you would like to be observed/discussed during the schedule observation/site visit?	
Complete the <i>Evidence Tool for Performance Measures: Planning & Professionalism</i> document and submit to the evaluator with this pre-conference document.	

Other Professional's Signature/Date

Evaluator's Signature/ Date

Other Professionals Full Observation & Full Site Visit Document

Other Professional	Evaluator	School
Position		Observation Date

Indicate the rating for each Performance Measure

Domain 1: Planning	Ratings:	I	D	A	E
1A Demonstrating knowledge of current trends in specialty area and professional Development					
1B Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program					
1C Establishing goals for the instructional support program appropriate to the setting and the teachers served					
1D Demonstrating knowledge of resources both within and beyond the school and District					
1E Planning the instructional support program integrated with the overall school Program					
1F Developing a plan to evaluate the instructional support program					
Comments:					

Domain 2: The Environment	Ratings:	I	D	A	E
2A Creating an environment of trust and respect					
2B Establishing a culture for ongoing instructional improvement					
2C Establishing clear procedures for teachers to gain access to the instructional Support					
2D Establishing and maintaining norms of behavior for professional interactions					
2E Organizing physical space for workshops or training					
Comments:					

Domain 3: Instruction	Ratings:	I	D	A	E
3A Collaborating with teachers in the design of instructional units and lessons					
3B Engaging teachers in learning new instructional skills					
3C Sharing expertise with staff					
3D Locating resources for teachers to support instructional improvement					
3E Demonstrating flexibility and responsiveness					
Comments:					

Post-Conference Document for Other Professionals

Full Observations/Site Visit

Directions: The teacher shall complete the self-reflection questions (1-3) after each observation in preparation for the post-conference and send to the evaluator prior to the post conference. The teacher shall be provided access to this document at the post conference.

Teacher	Grade Level/Subject(s)	School	
Evaluator	Observation Date	Post-Conference Date	
Check Observation Type:	Site Visit #1	Site Visit #2 as needed	Full
	Self-reflection questions for the Kentucky Framework for Teaching: Domains 1, 3, and 4		
1	As I reflect on the lesson, to what extent were students productively engaged? (Component 4A, 1E, 3C)		
2	Did the students learn what I intended? How do I know? (Components 1F and 4A)		
3	If teaching this lesson again, is there anything that I would differently? What/Why? (Component 4A)		

The evaluator shall provide a rating for each Performance Measure which is informed from the observation, the Performance Measure Evidence Tool, and other sources of evidence.

Performance Measures	Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Professional Growth Plan Review Comments

Teacher's Signature

Date

Evaluator's Signature

Date

Comments:

Other Professionals – Summative Document

Specialist: _____ School: _____ Date: _____
 Evaluator: _____

Performance Measures Ratings				
Performance Measures	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
Planning				
Environment				
Instruction – Delivery of Service				
Professionalism				

SUMMATIVE Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY

Recommendations:

- _____ Re-employ (on limited contract)
- _____ Re-employ (recommended for continuing contract-Tenure)
- _____ Re-employ (currently holding a continuing contract)
- _____ Re-employ (Place on Corrective Action Plan)
- _____ Recommended for Dismissal/Non-Renewal

SECTION 3 - PRINCIPAL

Principal and Professional Standards for Educational Leaders Evaluation System

The vision for the Principal Evaluation System is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth. The performance criteria developed in this document is representative of the Professional Standards for Educational Leaders, which are the standards adopted from the Kentucky Department of Education.

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 measures and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Measures.

Principal Performance Measures

The Principal Performance Measures are designed to support student achievement and professional best-practice through the performance measures of:

PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
<p><u>Standard 1: Mission, Vision, and Core Values</u> Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p><u>Standard 9: Operations and Management</u> Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.</p> <p><u>Standard 10: School Improvement</u> Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.</p>	<p><u>Standard 3: Equity and Cultural Responsiveness</u> Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.</p> <p><u>Standard 7: Professional Community for Teachers and Staff</u> Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.</p>	<p><u>Standard 4: Curriculum, Instruction, and Assessment</u> Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.</p> <p><u>Standard 5: Community of Care and Support for Students</u> Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p> <p><u>Standard 6: Professional Capacity of School Personnel</u> Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.</p>	<p><u>Standard 2: Ethics and Professional Norms</u> Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p> <p><u>Standard 8: Meaningful Engagement of Families and Community</u> Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</p>

Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures 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 4 measures, Planning, Environment, Instruction, and Professionalism. 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 measure.

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 measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
- Evaluators may use the following categories of evidence in determining overall ratings:
 - Other Measures of Student Learning
 - Products of Practice
 - Other Sources (e.g. surveys)
- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

These required evidences will be used to inform rating for each performance measure: Planning, Environment, Instruction, and Professionalism

Principal/Professional Standards for Educational Leaders Evaluation Timeline

- All principals and assistant principals will participate in self-reflection and professional growth planning each year.
- Administrators receive summative evaluations annually

Evaluation Activity	Principal/Professional Standards for Educational Leaders Timeline
Explanation and Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> • Completed 30 calendar days after reporting to work.
Self-Reflection and Professional Growth Plan Beginning of Year Conference	<ul style="list-style-type: none"> • By October 15th – All principals, in collaboration with the Superintendent or designee complete the self-reflection and develop a professional growth plan. • Assistant principal(s), in collaboration with the principal, complete a self-reflection and develop a Professional Growth Plan
Site Visit Mid-Year Review of Goals	<ul style="list-style-type: none"> • October 31st – April 30th • The Mid-Year Conference is to be completed prior to January 31st.
Summative Evaluation Completed	<ul style="list-style-type: none"> • On or before June 30th • The end of year review will serve as the summative evaluation conference for principals and assistant principals • Evaluations will be documented on approved forms to become part of official personnel file housed in central office
Corrective Action Plan	<ul style="list-style-type: none"> • As needed throughout the process

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform ratings of each performance measure.

Professional Growth Planning and Self-Reflection – completed by principals & Professional Standards for Educational Leaders

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

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- In the event of a late hire, the Superintendent or designee will consult with the district evaluation plan contact to determine the PGP and self-reflection timeline.

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 performance measures. 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 once each year by the superintendent or designee. (See chart for timeline)
- All principals will be evaluated every year and receive summative evaluations annually.
- All observations shall be documented on district forms.
- In the event of a late hire, the Superintendent or designee will consult with the district evaluation plan contact to determine the observation schedule.

Observations of Professional Standards for Educational Leaders – completed by supervisor/designee of Professional Standards for Educational Leaders

method by which the principal/designee may gain insight into the assistant principal's practice in relation to the measures. During an observation, the principal will discuss various aspects of the job with the assistant principal.

- Observations are to be conducted at least once each year by the principal or designee, but may be conducted twice if needed. (See chart for timeline)
- All assistant principals will be evaluated every year.
- All observations will be documented in the district determined platform.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the observation schedule.

Site Visit/Observation Conferencing

- **Beginning of the Year Conference – To be completed prior to October 15th.**
 - Establish the purpose of the meeting
 - Discuss reflections
 - Discuss and come to agreement on the Professional Growth Plan
 - Questions/Concerns/Comments
 - Set tentative date for Mid-Year Conference

- **A Mid-Year Conference will take place after the first site visit/observation and shall take place prior to January 31st.**
 - Establish the purpose of the meeting
 - Discuss first observation/site visit and provide feedback
 - Discuss documentation of each measure – determine if any other documentation is needed
 - Questions/Concerns/Comments
 - Set tentative date for End of Year Review

- **An End of Year Conference will take place after the second site visit/observation and shall take place prior to June 30th.**
 - Establish purpose of meeting
 - Discuss second observation/site visit and provide feedback
 - Share progress toward Professional Growth Plan
 - Discuss progress of each measure-determine if any other documentation is needed
 - Discuss overall rating based on Performance Measures
 - Questions/Concerns/Comments
 - The end of year conference will serve as the summative evaluation conference for principals and assistant principals.

Other Sources of Evidence

Additional evidence provided in support of performance measures may include items from the following list (not a comprehensive 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

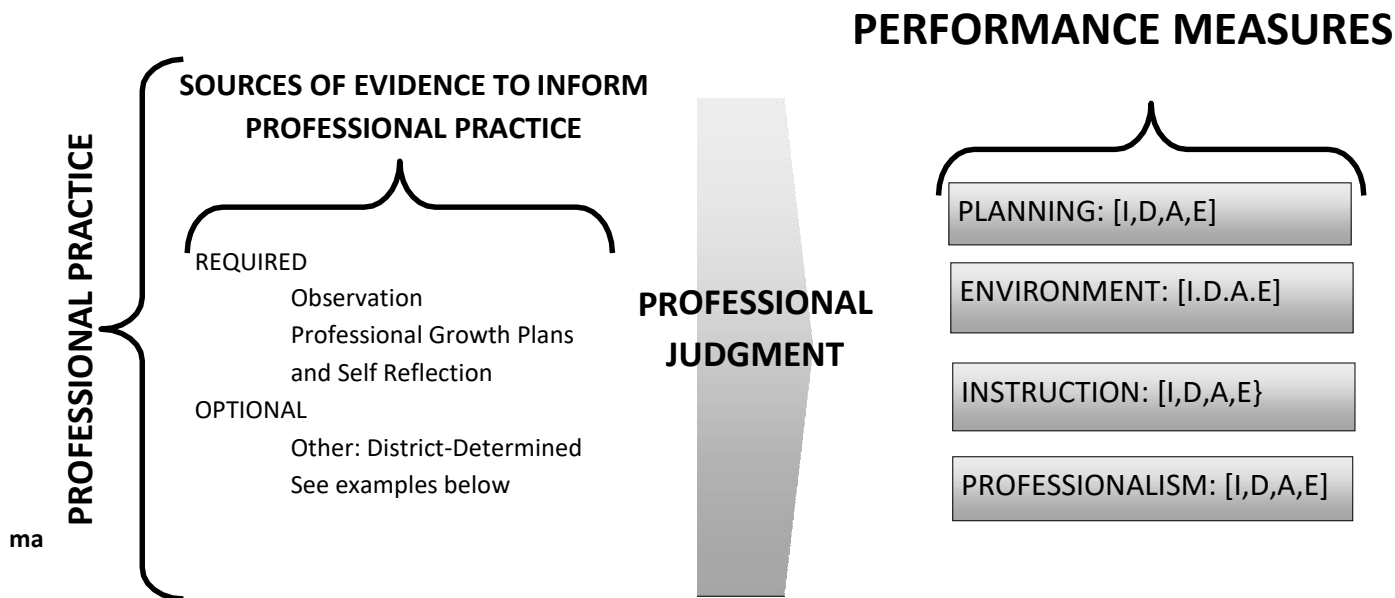
Determining the Overall Performance Category

Superintendents/designee are responsible for determining an Overall Performance Category for each principal annually. The Overall Performance Category is informed by the principal's ratings on performance measures.

Rating Professional Practice

The principal performance measures stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific measures. The uniform performance measures 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 measures.

Supervisors 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 measure.



- Evaluators will place all final summative ratings on the district approved forms.



KyFfPE_Graphic.pdf

- Summative evaluations will be documented on the district's Summative Rating Sheet.
- **Summative evaluations will be sent to the district evaluation plan contact by June 30th of each year.**
- Summative evaluations will be documented in writing and placed in the professional's personnel file.
- All evidences used to determine an overall performance (summative) rating must be included in the documentation of the summative evaluation. Observations are evidences that inform the evaluation.
- The summative evaluation conference shall be held at the end of the summative evaluation. **This conference shall be face to face and completed on or before June 30th.**
- The evaluatee has the opportunity to submit a written statement in response to the summative rating

and that response is included in the official personnel record.

MINIMUM CRITERIA FOR DETERMINING A PRINCIPALS or Professional Standards for Educational Leaders SUMMATIVE RATING	
IF...	THEN...
Performance Measures 2 (Environment) and 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an “Ineffective” performance measure rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the performance measure rating of “Ineffective” through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response.

- **Note: Summative Evaluation Appeal Process and forms can be found in the Forms section of this document.**
-

FORMS for PPGES

INTRODUCTION

The superintendent maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Professional Growth Planning Template Observation/Site Visit Form, Documentation Form, Principal Mid-Year Performance Review, Principal Summative Performance Report, and Corrective Action Plan* (if needed).

Reflective Practice for Principals and PSEL

Principal	
EPSB ID#	
School	
Level	

Performance Measures	Self-Assessment				Strengths and areas for growth
PLANNING					
Standard 1: Mission, Vision, and Core Values Effective educational leaders, develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	I	D	A	E	
Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.	I	D	A	E	
Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.	I	D	A	E	
ENVIRONMENT					
Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.	I	D	A	E	
Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.	I	D	A	E	
INSTRUCTION					
Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being.	I	D	A	E	

<p>Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p>	I	D	A	E	
<p>Standard 6: Professional Capacity of School Personnel: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being</p>		D	A	E	
PROFESSIONALISM					
<p>Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and according to professional norms to promote each student’s academic success and well-being.</p>	I	D	A	E	
<p>Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.</p>	I	D	A	E	

Evaluatee: _____ *Date:* _____

Evaluator: _____ *Date:* _____

Connecting Priority Growth Needs to Professional Growth Planning

<p>Professional Growth Goal:</p> <ul style="list-style-type: none"> · What do I want to change about my practices that will effectively impact student learning? · How can I develop a plan of action to address my professional learning? · How will I know if I accomplished my objective? 	
--	--

Connection to Measures

The Principal should connect the PGP Goal to the appropriate performance measure and list that measure below.

--

Action Plan			
-------------	--	--	--

<p style="text-align: center;">Professional Learning</p> <p>What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?</p>	<p style="text-align: center;">Strategies/Actions</p> <p>What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?</p>	<p style="text-align: center;">Resources/Support</p> <p>What resources will I need to complete my plan? What support will I need?</p>	<p style="text-align: center;">Targeted Completion Date</p> <p>When will I complete each identified strategy/action?</p>

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ <div style="display: flex; justify-content: space-around; width: 100%;"> Principal's Superintendent </div>

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Site Visit - Documentation Template

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Evaluation System, refer to the performance measures for each principal measure to find examples of behaviors that, when documented, support a degree of effectiveness for that measure. Performance indicators are possible “look fors” only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance measures. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance measure as needed. Allow principals to submit additional evidence of their effectiveness on performance measures as desired.
4. Provide feedback that is evidence-based, specific to the performance measures, and that will assist the principal in professional growth and overall effectiveness.

Date: _____

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

Site visit _____ Mid-Year Conference _____ Other (Specify) _____

Support Dialogue Form *(optional)*

Directions: Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal's Signature: _____

Principal's Name: _____ **Date:** _____

Superintendent's Signature: _____

Superintendent's Name: _____ **Date:** _____

Fulton County Principal/Educational Leader Mid-Year Review

Name: _____

You must complete your mid-year review. Please answer the following questions for the superintendent or designee to review:

1. PGP Goal/Plan and professional responsibilities

Not Started On Target Completed

a. What actions have you taken to meet your PGP Goal?

b. How have you implemented your activity into practice?

c. How has the implementation impacted your school, teachers, and/or practice?

d. What support do you need from district administration?

2. After reviewing the feedback from formal observations/worksite visits from the first semester, please answer the following questions:

a. What area in the Principal Professional Growth and Effectiveness System do you need to grow the most?

b. What area is the biggest strength for you?

c. What professional practices have had the most influence on your ability to support your teachers to achieve growth?

Principal Summative Performance Review

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal: [Click here to enter text.](#)

School Year(s): [Click here to enter text.](#)

School: [Click here to enter text.](#)

Based on the rubric and other provided evidence,

	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
PLANNING:				
Mission, Vision, and Core Values				
Operations and Management				
School Improvement				
ENVIRONMENT:				
Equity and Cultural Responsiveness				
Professional Community for Teachers and Staff				
INSTRUCTION:				
Curriculum, Instruction, and Assessment				
Community of Care and Support for Students				
Professional Capacity of School Personnel				
PROFESSIONALISM:				
Ethics and Professional Norms				
Meaningful Engagement of Families and Community				

Evaluator's Name _____ Principal's Name _____

Evaluator's Signature _____ Principal's Signature _____

(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____ Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____

Note: Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- Other district determined evidence sources

Summative Rating Sheet –Principal and Educational Leader – Fulton County Schools

Principal: _____

School: _____

Date: _____

Evaluator: _____

Overall Rating: Performance Measures

	PLANNING (Standards 1, 9, and 10)	ENVIRONMENT (Standards 3 and 7)	INSTRUCTION (Standards 4, 5, and 6)	PROFESSIONALISM (Standards 2 and 8)
INEFFECTIVE				
DEVELOPING				
ACCOMPLISHED				
EXEMPLARY				
COMMENTS				

Overall Professional Practice Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
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 Recommended for continued employment

 Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)

 Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school's mission and goals.)

Evaluatee's Signature/ Date: _____

Evaluator's Signature/Date: _____

SECTION 4 – District OFFICE

ADMINISTRATORS/OTHER EMPLOYEES

Introduction:

Effective leadership depends on clear measures 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 practice; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. Effective leadership is one way to ensure all Kentucky students are successful and graduate from high school college/career ready. The evaluation system is designed to measure effectiveness and serve as a catalyst for professional growth and continuous improvement.

Central office employees will be evaluated using the PSEL (Professional Standards for Educational Leaders). These include:

PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
<ul style="list-style-type: none"> • Mission, Vision, and Core Values • Operations and Management • School Improvement 	<ul style="list-style-type: none"> • Equity and Cultural Responsiveness • Professional Community for Teachers and Staff 	<ul style="list-style-type: none"> • Curriculum, Instruction, and Assessment • Community of Care and Support for Students • Professional Capacity of School Personnel 	<ul style="list-style-type: none"> • Ethics and Professional Norms • Meaningful Engagement of Families and Community

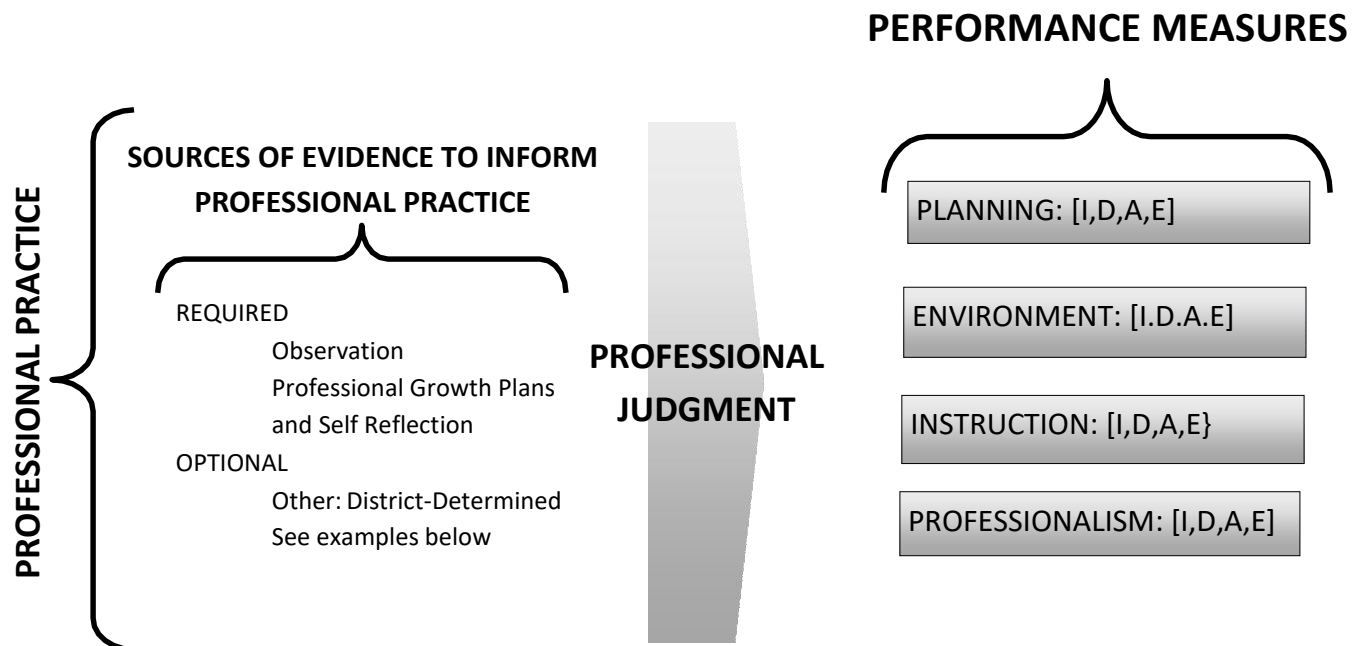
Performance will be rated for each component according to four performance levels:

- Ineffective: consistently fails to meet expectations for effective performance
- Developing: Inconsistently meets expectations for effective performance
- Accomplished: consistently meets expectations for effective performance
- Exemplary: consistently exceed expectations for effective performance

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

Each of the PSEL measures have indicators contained in rubrics to illustrate how district employees may show evidence of meeting a particular measure. While certified administrators must not show evidence of meeting each indicator, they must show evidence of meeting the overall performance measure.

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
- Evaluators may use the following categories of evidence in determining overall ratings:
 - Other Measures of Student Learning
 - Products of Practice
 - Other Sources (e.g. surveys)
- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.



These required evidences will be used to inform rating for each performance measure: Planning, Environment, Instruction, and Professionalism.

MINIMUM CRITERIA FOR DETERMINING A CENTRAL OFFICE ADMINISTRATORS/ CENTRAL OFFICE OTHER EMPLOYEES SUMMATIVE RATING	
IF...	THEN...
Performance Measures 2 (Environment) and 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 (Environment) OR 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures 1 (Planning) OR 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Evaluation Timeline – District office Administration/Other Employees	
Explanation and Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> No later than the evaluatee’s first thirty (30) calendar days of the school year.
Self-Reflection/Professional Growth Plan	<ul style="list-style-type: none"> By October 31st – All District Office administrators/other employees, in collaboration with the Superintendent or designee, will complete a self-reflection and create a professional growth plan
Observation/Site Visit	<ul style="list-style-type: none"> October 16th – May 31th 1 Observation required; Multiple Observations, if needed, as determined by the primary evaluator. If a second observation is needed, shall be completed 5 working days before April 30th.
Pre-Observation Conference	<ul style="list-style-type: none"> Not mandatory, but may be conducted in order to discuss upcoming observation
Post Observation Conference	<ul style="list-style-type: none"> A post observation conference shall be held within 5 working days after the observation/site visit.
Summative Evaluation Completed	<ul style="list-style-type: none"> By June 30th Evaluations will be documented on approved forms to become part of official personnel file housed in central office
Summative Evaluation Appeal	<ul style="list-style-type: none"> Within 5 working days of the summative conference
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

Fulton County Schools –

District

ADMINISTRATOR/ OTHER EMPLOYEE

Summative Evaluation Form

Name: _____ School: _____

School Year: _____ Position: _____

Observation Dates:

Conference Dates:

First: _____

First: _____

Second: _____

Second: _____

Other: _____

Other: _____

	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
PLANNING:				
Mission, Vision, and Core Values				
Operations and Management				
School Improvement				
ENVIRONMENT:				
Equity and Cultural Responsiveness				
Professional Community for Teachers and Staff				
INSTRUCTION:				
Curriculum, Instruction, and Assessment				
Community of Care and Support for Students				
Professional Capacity of School Personnel				
PROFESSIONALISM:				

Ethics and Professional Norms				
Meaningful Engagement of Families and Community				

Overall Rating:

EXEMPLARY	ACCOMPLISHED	DEVELOPING	INEFFECTIVE
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Any rating marked as "Ineffective" requires the development of an Individual Corrective Action Plan.

Evaluator's Summary of Performance

Fulton County Schools

District

Administrator/Other Employee

Summative Evaluation Form

_____ Re-employ in current position

_____ Re-assign to _____

_____ Dismiss/non-renew as of _____

Evaluatee's Comments

The evaluatee's signature implies the evaluatee has seen this document. The evaluator's signature implies that he/she completed the form.

Evaluatee's Signature

Date

Evaluator's Signature

Date

Professional Growth Plan for **CORRECTIVE ACTION PLAN**

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The Intensive Assistance Team and the 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 standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

3. Corrective Action Team

The evaluator conferences with the employee and indicates the desire to bring in an Intensive Assistance Team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Intensive Assistance Plan.

4. Development of Corrective Action Plan

- a. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
- b. *Select the stage of professional development* that best reflects the evaluatee’s level.
 - O** = Orientation/Awareness
 - A** = Preparation/Application
 - I** = Implementation/Management
 - R** = Refinement/Impact
- c. *Growth objectives and goals* must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).
- d. *Procedures and Activities* for Achieving Goal(s) and Objective(s)
Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
- e. *Appraisal Method and Target Date*
List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.
- f. *Documentation* of all reviews, corrective actions, and evaluator’s assistance must be completed in summary format with recommendations. (forms attached)

2. Evaluation of Progress

If, in the judgment of the evaluator, the employee makes progress with the team’s assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard with the help of an Intensive Assistance Team, the evaluator must take the necessary steps toward the termination of said employee.)

The purpose of the CORRECTIVE ACTION PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an Intensive Assistance Team is the district’s last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.

Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Corrective Action Plan Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
Employee Signature: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

PGP for Assistance Review			
Progress Notes:			

Supervisor's Comments	
<p>Implementation <i>*I understand that in the event this Assistance Growth Plan is deemed unsuccessful by my evaluator; an Intensive Assistance Professional Growth Plan will be implemented with the help of an assistance team as explained in the district Certified Evaluation Plan.</i></p> <p>Employee's Signature: _____ Date: _____</p> <p>Supervisor's Signature: _____ Date: _____</p>	

The following PGP Review record shall be used as needed to record evidence of the progress.

PGP for Assistance Review			
<p>Progress Notes:</p>			
Check Status:	PGP Achieved	PGP Revised	PGP Continued
<p>Employee Signature: _____</p> <p>Date: _____</p>		<p>Supervisor Signature: _____</p> <p>Date: _____</p>	

Professional Growth Plan for Corrective Action Plan Assistance

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES	TARGETED DATE	
Employee's Comments		

**Principal
District Certified Administrators & District
Other Employee Professional Growth Plan for
Assistance**

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the 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 standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

7. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or “does not meet” rating assigned.

8. Present Professional Development Stage

(Select the stage of professional development that best reflects the evaluatee’s level.)

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

9. Growth Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as inadequate or “does not meet” on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).

10. Procedures and Activities for Achieving Goal(s) and Objective(s)

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

11. Appraisal Method and Target Date

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

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

CORRECTIVE ACTION PLAN Record

Log of Activities

Employee: _____

School Year: _____

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Intensive Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1 st Meeting of CORRECTIVE ACTIVE Team				
<i>Members in attendance initial here</i>				
2 nd Meeting of CORRECTIVE ACTION Team				
<i>Members in attendance initial here:</i>				
3 rd Meeting of CORRECTIVE ACTIVE Team				
<i>Members in attendance initial here:</i>				
4 th Meeting of CORRECTIVE ACTIVE Team				
<i>Members in attendance initial here:</i>				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:

Employee/Date: _____

Evaluator/Date: _____

Assistance Team Members/Date: _____

FULTON COUNTY SCHOOLS
INDIVIDUAL CORRECTIVE ACTION PLAN

Educator: _____ **Worksite:** _____ **Date:** _____ **School Year:** _____

Areas for Identified Improvement

	Areas Identified for Improvement	Sources of Information/Evidence	PSEL
1			

Goals and Professional Responsibilities

	Measureable Goals	Employee Responsibilities	Supervisor Responsibilities	Completion Date
1				

My signature below indicates that I have received a copy of this Corrective Action Plan and that I understand and contributed to its contents.

Employee's Signature: _____ Date: _____

Supervisor's Signature: _____ Title: _____ Date: _____

Interim Review of Progress

	Progress	Sources of Evidence	Revisions (if needed)	Review Date
1				

My signature below indicates that I have reviewed the information recorded in the Interim Review of CAP Progress and that I understand its contents:

Employee's Signature: _____ Date: _____

Summative Review

	Measureable Goals	Expectations Met (Y) or Not Met (N)	Sources of Evidence	Review Date
1				

My signature below indicates that I have reviewed the information recorded in the Summative Review of CAP Progress and that I understand its contents:

Employee's Signature: _____ Date: _____

CERTIFIED PERSONNEL-

FULTON COUNTY'S

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may, within five (5) working days of the summative evaluation conference, appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit three (4) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (4) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
 2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
 3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
 4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
-

5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

CERTIFIED PERSONNEL

03.18 AP.11
(CONTINUED)

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
 2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
 3. The evaluatee may present relevant evidence in support of the appeal.
 4. The evaluator may present evidence in support of the summative evaluation.
 5. The Panel may question the evaluatee and evaluator.
 6. **The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.**
 7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
 8. The chairperson of the Panel will make closing remarks.
 9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
-

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

Review/Revised:8/6/07

PERSONNEL

03.18 (CONTINUED)

Evaluation

APPEAL FORM

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

CONFLICTS OF INTERESTS

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

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

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

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES: ¹[KRS 156.557](#), [704 KAR 003:345](#)

[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

ADOPTED/AMENDED: 08/21/2006

²03.15, 02.14, 03.16

Order#: 3

APPEALS PROCESS

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

Any certified employee may, within ten working days of the summative evaluation conference, file an appeal with the district Appeals Panel utilizing the request form provided in the plan.

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 counsel 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, after which they will be dismissed, while the panel considers all information provided them.

The panel will have the right to question both the evaluatee and the evaluator.

A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendation must include one of the following:

- a. a new evaluation by an 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 State Board for Elementary and Secondary Education Appeals Panel.

APPEAL TO KENTUCKY BOARD OF EDUCATION

A certified employee who feels that the Fulton County Certified Evaluation Process is not being properly implemented, as approved by the Kentucky Department of Education, shall have the opportunity to appeal to the Kentucky Board of Education's State Evaluation Appeals Panel. The appeal shall be made on procedural issues only, and shall be limited to the record of proceedings at the local level.

No later than thirty (30) days following action by the Fulton County Evaluation Appeals Panel, the evaluatee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals panel. The request shall contain a specific description of the complaint and grounds for appeal. The evaluatee shall file a brief written statement and other documents to be considered with both the Panel and the opposing party, at least twenty (20) days prior to the scheduled review. A decision of the appeals panel shall be rendered within fifteen (15) days following the review. Should a determination of noncompliance be the finding of the State Panel, the evaluation shall be rendered void, and the evaluatee shall have the right to be reevaluated.

APPEAL TO PANEL

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

APPEAL FORM

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

CONFLICTS OF INTERESTS

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

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

PANEL RECOMMENDATIONS

The panel shall issue a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed.

SUPERINTENDENT

The Superintendent shall receive the panel's recommendation and shall take such action as permitted by law as he/she deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

KRS 156.557, 704 KAR 003:345

OAG 92 135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:203.15, 03.16, 02.14

APPEALS FORMS

PRELIMINARY HEARING

Date: _____

Time: _____

PURPOSE

The purpose of the preliminary hearing is to exchange documents and establish hearing procedures.

The following information will be provided to the Panel by the evaluatee and the evaluator at this time:

- Documentation to be presented at the hearing-- four (4) copies
- The name of their chosen representative / counsel (if any)--restricted to one (1)
- Witnesses to be called (if any)

The chairperson will explain the procedure for the hearing and any necessary timeline to be followed. The hearing is a personnel matter and closed to the public. Witnesses that are called will not be allowed to observe the hearing process other than during their testimony. The Board of Education shall provide legal counsel to the Panel, if requested

PERSONNEL 03.18 AP.21

Evaluation Appeal Form

INSTRUCTIONS

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

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

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

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ **Date** _____

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

Employee's Signature _____ **Date**

RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Reviewed/Revised: 7/31/2000

APPEALS PANEL HEARING PROCEDURES

-CERTIFIED PERSONNEL-

03.18

Evaluation

DEVELOPMENT OF SYSTEM

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.¹

PURPOSES

The purposes 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.

NOTIFICATION

Certified employees shall be trained in the evaluation plan and process within 30 calendar days of reporting for employment annually.

REVIEW

All employees shall have an opportunity to review their evaluation and be provided an opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign-off on the evaluation instrument. All evaluations shall be maintained in the employee's evaluation file.²

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON/VICE CHAIRPERSON

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

APPEAL TO PANEL

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

Certified Personnel Evaluation Plan



Mission:
Compassion + High Standards = Growth for All

Vision:
Relentlessly Pursuing Excellence

Motto:
"All In"
