

Trigg County Public Schools



Certified Evaluation Plan

2024-2025

Adopted 9/12/2024

Certified Evaluation Plan Assurances

The Trigg County Public 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.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on September 12, 2024.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

**2024-25 Certified Evaluation Plan
50/50 Committee Members**

**2024-25 Certified Evaluation Plan
Appeals Committee**

TBD – Board Appointed

Jodie P’Pool

Michelle Eagleson

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District Evaluation Plan

The vision for the District Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** Means an employee for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Classified School Personnel:** An employee of a local school district who is not required to have certification for the position to which they are assigned as provided in KRS 161.020.
7. **Comparability:** A goal that contains a uniform expectation for student achievement and is consistently aligned with standards.
8. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
9. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an ineffective standard rating(s) on the summative evaluation or ineffective performance at any time during the school year.
10. **Kentucky Framework for Teaching:** The document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
11. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
12. **Evaluatee:** District/School personnel that are being evaluated.
13. **Evaluator (Primary):** Administrator/director who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
14. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
15. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
16. **Full/Formal Observation:** An observation consisting of one full instructional period, (i.e., bell to bell)
17. **Impact Working Conditions Survey:** A working conditions survey of all school staff that may be conducted every two years to provide feedback on specific aspects of the school's work environment.
18. **Improvement Plan:** A plan for improvement up to twelve months in duration for: a. Teachers and other professionals who are rated ineffective in professional practice. b. Principals who are rated ineffective in professional practice.
19. **Job Category:** A group or class of certified school personnel positions with closely related functions.
20. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b) Observer Certification

21. **Mini Observation:** An observation that does not have to be scheduled in advance with the evaluatee and will last approximately 20-30 minutes.
22. **Observation:** Documentation and feedback on a teacher's professional practices and observable behaviors.
23. **Performance Measures/Domains (Certified):** The areas, skills, or outcomes on which certified school personnel are evaluated.
24. **Performance Levels (Certified):** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
25. **Performance Levels (Classified):** The summative description of an evaluatee's performance. Performance ratings are Exceed Expectations, Meets Expectations, Developing, Improvement Needed, or Not Applicable on this scale.
26. **Performance Rating (Certified):** The summative description of an evaluatee's performance. Performance ratings are Ineffective, Developing, Accomplished, or Exemplary on this scale.
27. **Performance Rating (Classified):** The summative description of an evaluatee's performance. Performance ratings are Exceed Expectations, Meets Expectations, Developing, Improvement Needed, or Not Applicable on this scale.
28. **Performance Rubrics (Certified):** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
29. **Performance Standards (Certified):** Guiding standards that provide for a defined set of common purposes and expectations that guide effective professional practice.
30. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
31. **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
32. **Professional Growth Plan:** An individualized plan (including goals) that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the primary evaluator.
33. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
34. **Professional Standards for Educational Leaders (PSEL):** The document indicating the standards, statements, and elements for which principals and assistant principals will be evaluated.
35. **Ratings:** Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Kentucky Framework for Teaching and other established criteria.
36. **Rigor:** Congruency to the Kentucky Core Academic Standards.
37. **Scheduled Observation:** An observation that has been planned and scheduled by the primary evaluator and evaluatee.
38. **Site Visit:** Methods by which superintendent or designee may gain insight into whether a principal is meeting the Professional Standards for Educational Leaders.
39. **SMART Goal Criteria:** Acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Relevant, Time-bound)

40. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of the administrative regulation.
41. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
42. **Surveys:** Tools used to provide information to principals about perception of job performance.
43. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
44. **Unscheduled Observation:** An observation that has not been previously scheduled with the evaluatee.
45. **Val-Ed 360 Survey:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
46. **Working Day:** A day is defined as any day in which school is in session for instruction.
47. **Workplace Visit:** A visit to the evaluatee's workplace assignment by which a primary evaluator may gain insight into whether the evaluatee is meeting the performance standards.

Certified Evaluation Plan

The Kentucky Framework for Teaching and the Kentucky Framework for Other Professionals are designed to support student achievement and the professional practice of classroom teachers and other certified employees. All employees will be evaluated according to their primary job assignment. All teachers and other professionals will be evaluated using the performance measures from their respective frameworks and the results will be reported on district-approved forms.

Educators listed below are considered “other professionals” and will be evaluated using the performance measures from the framework listed by job category, and the results will be reported on district-approved forms:

- School Psychologists – OPGES Framework for School Psychologists
- Guidance Counselors – OPGES Framework for School Counselors/Social Workers
- Library Media Specialists – OPGES Framework for School Library Media Specialists
- Speech-Language Pathologists – OPGES Framework for Therapeutic Specialists
- Instructional Facilitators/Coaches/Coordinators/Specialists/Interventionists – OPGES Framework for Instructional Specialist

Kentucky Framework for Teachers and Other Professionals

Framework for Teaching

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

Framework for Other Professionals

Planning and Preparation

Environment

Delivery of Service

Professional Responsibilities

The Frameworks provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four Performance Measures of the framework.

Performance is rated for each measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each Performance Measures. The timelines outlined throughout the Certified Evaluation Plan document may be adjusted as necessary for extenuating circumstances.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over reliance on one individual data point or rote calculation of practice based on predetermined formulas. Primary 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 primary 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.

Sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Professional Growth Plan and Review Documentation
- Student Growth/Achievement
- Self-assessment and self-reflection
- Assessment data
- Surveys
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Professional Development
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre-, post-, formative and/or summative course evaluations
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Peer observations
- Student Voice surveys
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Progress monitoring data
- Membership in professional organizations
- Site visit/Workplace visit

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

For job categories, specific sources of evidence for OPs, visit the Kentucky Department of Education (KDE) web site at this link.

<https://www.education.ky.gov/teachers/PGES/Pages/PGES.aspx>

Performance Measures of the Kentucky Framework for Teaching

Planning

- 1a Demonstrating 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 Assessments

Classroom Environment

- 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

Instruction

- 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

Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

All Performance Measures will be considered in determining the employee's professional practice rating. Performance Measures 1 and 4 will be measured through artifacts, conferencing, and/or observations. Performance Measures 2 and 3 will be measured through observation and conferencing.

Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it on the Primary Evaluator Assignment Form to the District Certified Evaluation Plan Point of Contact. Late hires, after September 1, will have a primary evaluator assigned within the first 30 days of employment.

Required:

- Observations may begin 30 calendar days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan

Self-Reflection and Professional Growth Planning

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

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

Table 1: Self-Reflection & Professional Growth Plan for Teachers and Other Professionals

Self-Reflection and Professional Growth Plan (PGP)				
Activity	Timeline	Teacher Role	Resource	Evaluator Role
Self-Reflection	ALL Teachers and Other Professionals will complete their initial Self-reflection within 30 student attendance days after the first student attendance day each year or within the first 30 student attendance days if hired during the school year (9/25/2024)	Complete or revise Self-reflection Template to determine current level of professional practice	Document on appropriate District approved Self-reflection Template	Review appropriate Self-reflection Template

PGP Development	Annually within the first 30 student attendance days of school after students report or within the first 30 student attendance days if hired during the school year (9/25/2024)	Draft PGP and submit hard copies for Evaluator Review and Approval**	Document on appropriate District approved Self-reflection Template**	Collaborative Partner
Final PGP Approval	Primary Evaluator approval within the 45 th student attendance day of school after students report or within a 45 th student attendance day window if hired during the school year (10/23/2024)	Submit appropriate hardcopies of PGP Template for Primary Evaluator review and approval**	Appropriate District approved PGP template**	Approval by Primary Evaluator
Final PGP Review with documentation and artifacts	By April 30th	Compile and submit appropriate hard copies of supporting evidence to be reviewed by Primary Evaluator**	Appropriate supporting artifacts	Review hardcopies of PGP evidence prior to summative evaluation completion**

*Timelines may be tentative if impacted by an adjustment of calendar and/or release of state assessment data.

**May be digital documents with similar structure and the same content.

Observation

The observation process is one source of evidence to determine educator effectiveness. The immediate supervisor will serve as the primary evaluator; their observation provides *documentation and feedback* to measure the effectiveness of professional practice and will be used to inform a summative rating.

Observation Model

All teachers and other professionals will have a minimum of three (3) observations in the summative cycle. Additional personnel may be used to observe and provide formative information to the primary evaluator. All monitoring and/or observation of performance will be conducted openly and with the full knowledge of the evaluatee. The final observation is conducted by the primary evaluator and must be a full observation. These observations must be documented on the District Approved Post-observation Document.

Other Professionals Observation Model

Because many “other professionals” may not have consistent classes or groups of children they work with, observations may look more like a site visit. The observer may not actually see the other professional working with students, especially since some “other professionals” work in confidential situations. The observer should be ‘scripting’ and taking note of exactly what they see the other professional doing during the visit. They may also note the areas the other professional ‘presents’ to them during the visit. If this is work in an office setting or meeting, then script what is seen. An other professional should not ‘make up’ a lesson to teach to a class if this is not part of their regularly scheduled responsibilities. If an observer does not ‘observe’ all 4 domains during the visit, during the required post observation conference the observer may ask questions and collect evidence for other domains. It is possible for a component in a domain to be marked ‘NA’ if it is not observed or presented during the observation process.

Observation Schedule

- ◆ **Observations for teachers and Other Professionals may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**

Table 2: Observation Model for Teachers and Other Professionals on a One-Year Summative Cycles (Non-tenured)

Observation Model for Teachers and Other Professionals on One-Year-Cycles (Non-tenured)				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)
Primary Evaluator ***	Mini	Minimum of 20 minutes	District Approved Post-observation Document ****	Summative year; Annually within the first (1 st) semester
Primary Evaluator ***	Mini	Minimum 20 minutes	District Approved Post-observation Document****	Summative year; Annually within the second (2 nd) semester
Primary Evaluator	Full	Full class/lesson	District Approved Post-observation Document****	Annually by April 30 th
Primary Evaluator	Summative and Conference	N/A	District Approved Summative form;**** Provide teacher/ District Personnel Director copies	Annually by April 30 th
*Additional observations may occur at the discretion of the immediate supervisor or when observation results are unsatisfactory				
**This timeline may be adjusted for a Teacher or Other Professional on an extended leave of absence with supervisor and superintendent/designee approval.				
Teachers or Other Professionals hired late will adhere to the following modified observation schedule: Hired during first 60 instructional days– all observations as outlined above Hired between 61-90 instructional days –primary mini, primary full and summative Hired after 90 instructional days –primary full , and summative				
***Additional personnel trained, tested and approved in the current approved state platform may be used to observe and provide information to the primary evaluator.				
**** May be digital documents with similar structure and the same content.				

Table 3: Observation Model for Teachers and Other Professionals on a Three-Year Summative Cycles (Tenured)

Observation Model Teachers and Other Professionals on a Three-Year-Growth Cycle (Tenured)				
Observer	Observation Type	Observation Time	Documentation	Cycle Year(s)
Primary Evaluator ***	Mini	Minimum 20 minutes	District Approved Post-observation Document****	By April 30 th of Year 1
Primary Evaluator ***	Mini	Minimum 20 minutes	District Approved Post-observation Document****	By April 30 th of Year 2
Primary Evaluator	Full	Full class/lesson	District Approved Post-observation Document****	By April 30 th of Year 3 Summative
Primary Evaluator	Summative and Conference	N/A	District Approved Summative form**** Provide teacher/ District Personnel Director copies	By April 30 th of Year 3
*Additional observations may occur at the discretion of the immediate supervisor or when observation results are unsatisfactory				
**This timeline may be adjusted for a Teacher or Other Professional on an extended leave of absence with supervisor and superintendent/designee approval.				
*** Additional personnel trained, tested and approved using the current approved state platform may be used to observe and provide information to the primary evaluator.				
**** May be digital documents with similar structure and the same content.				

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals: pre-conferences must occur minimally twenty-four (24) hours prior to each observation and post conferences must occur in-person within five (5) working days of the observation. If a post observation conference is not held within five (5) working days from the date of the observation, another observation **must** occur

Table 4: Pre/Post Conference Expectations for Teachers and Other Professionals

Pre/Post Conference Expectations				
Observation Type	Resource	Observer	Pre-Conference Conducted minimally 24 hours prior to observation	Post-Conference conducted within 5 working days
Mini Scheduled	District approved Pre-Observation Document*	Primary Evaluator	<u>Primary Evaluator Choice:</u> <ul style="list-style-type: none"> ➤ In-person OR ➤ Written Electronic 	In-person or under extenuating circumstances and with approval of superintendent/designee by video conference/electronically using District approved Post-observation Document*
Full Scheduled	District approved Pre-Observation Document*	Primary Evaluator	<u>Primary Evaluator Choice:</u> <ul style="list-style-type: none"> ➤ In-person OR ➤ Written Electronic 	In-person or under extenuating circumstances and with approval of superintendent/designee by video conference/electronically using District approved Post-observation Document*

* May be digital documents with similar structure and the same content.

Evaluator Certification

Pursuant to 704 KAR 3:370, Sections 3 and 6 and consistent with the requirements of KRS 156.557, the district shall ensure an evaluator meets the requirements in the district's evaluation plan prior to conducting a formative or summative evaluation. An evaluator shall be trained, tested, and approved according to administrative regulations adopted by the Kentucky Board of Education and the district's certified evaluation plan. Evaluator training shall include:

- Initial certified evaluation training and testing provided by the Kentucky Department of Education or a provider approved by the department.
- Training on KRS 156.557 and the requirements of administrative regulations.
- Training in effective observation and conferencing techniques, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques.
- Evaluators shall receive support and resources necessary to ensure consistent and reliable ratings.
- A minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act established in 704 KAR 3:325.

In cases where the primary evaluator is not certified though initial training and/or evaluation updates and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback : District-level personnel or other administrators {certified through the current approved state platform), as assigned by the Superintendent/designee, shall conduct the

observation with the administrator who is not certified through the current approved state platform (modeling the process). The observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

Additionally, the district certified evaluation plan may require the use of additional trained administrative personnel to observe and provide information to the evaluator. Training requirements of a primary evaluator would also be a requirement for additional administrative evaluators.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher and other professional at the conclusion of the 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 domains/performance measures (Planning, Environment, Instruction, and Professionalism).

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 measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle. The evaluator will determine, based on evidence from the four (4) Performance Measures: Planning, Environment, Instruction, and Professionalism, and summative decision rules, a summative rating.

Required

- ◆ **Provide a summative rating for each performance measure based on evidence**

CRITERIA FOR DETERMINING A TEACHER’S OR OTHER PROFESSIONAL’S SUMMATIVE RATING

IF ...	THEN...
Two Performance Measures are rated Developing , and two Performance Measures are rated Accomplished	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Developing , and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Accomplished
Two Performance Measures are rated Accomplished , and two Performance Measures are rated Exemplary	The Overall Summative Rating shall be rated Exemplary
Two or more Performance Measures are rated Ineffective	The Overall Summative Rating shall be rated Ineffective
One Performance Measure is rated as Ineffective or Developing	The Overall Summative Rating shall not be ANY higher than Accomplished
Three or more Performance Measures are rated Developing	The Overall Summative Rating shall be rated Developing
Two Performance Measures are rated Developing , One Performance Measure rated Accomplished , and One Performance Measure rated Exemplary	The Overall Summative Rating shall not be ANY higher than Accomplished

Summative Evaluations

Primary evaluators are responsible for determining an Overall Performance Category for each teacher and Other Professional at the conclusion of summative year. The Overall Performance Category shall include the educator’s rating on professional practice and all data collected during the formative phases. A summative conference will be held with the evaluatee to discuss the performance indicated on the summative instrument. The evaluator shall provide an opportunity for a written response by the evaluatee and a copy of the summative evaluation form. A copy of the summative evaluation form, written response (if provided) and Professional Growth Planning Template will be forwarded to the district office, where it will be included in the official personnel record of the evaluatee.

Professional Growth Plan and Summative Cycle

Based on the summative rating given to the evaluatee, the type of Professional Growth Plan and the length of the summative cycle are determined using the chart below.

Professional Growth Plan and Cycle for Teachers and Other Professionals	
Exemplary or Accomplished	<p>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goals set by teacher or other professional with evaluator input • Plan activities are teacher or other professional directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3.
Developing	<p>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on professional practice • Plan activities designed by evaluator with teacher or other professional input • Summative review annually
Ineffective	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area

Principal/Assistant Principal Certified Evaluation Plan

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

Kentucky Professional Standards for Educational Leaders (PSEL)

PSEL is designed to support student achievement and professional best-practice through the following standards:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction, and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

The Kentucky Professional Standards for Educational Leaders (PSEL) Guidance for Growth and Evaluation tool will be used to support the required implementation of the standards.

Included in the PSEL Guidance for Growth and Evaluation tool are performance levels, critical attribute descriptions, and possible examples of observable, tangible behaviors that provide evidence of implementation for each standard. The tool also provides the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an evaluatee's professional practice will be situated within one or more of the ten standards. Performance will be rated for each performance measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). It is projected that most principals or assistant principals will maintain an "Accomplished" rating but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Primary evaluators will also consider how evaluatees 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 primary evaluators the flexibility to account for a wide variety of factors related to individual evaluatee's performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience

level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence

- Professional growth planning and self-reflection
- Site-visits (principals) and/or workplace visits (assistant principals)

Optional

- Val-Ed 360°
- Impact Working Condition Survey
- Other measures of student learning
- Products of practice
- Other sources, as determined appropriate by the evaluator

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 site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. A Principal and/or Assistant Principal Professional Growth Plan may be directed or self-directed.

- **Directed Growth Plan** - Goal(s) are determined by the primary evaluator and shall focus on an area of professional practice.
- **Self-Directed Growth Plan** - Goal(s) are set by the employee, with input from the primary evaluator.

Required

- All principals and assistant principals will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals. Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or EILA hours shall be placed on a corrective action plan.
- Site visits with principals will be conducted at least twice each year with the results reported on the district-approved forms. Supervisors (e.g., Principals) are required to conduct informal work-place visits with the assistant principal(s).
- A principal hired after the start of the school year will be required to complete both site visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site visit during the first semester.
- Principals will evaluate assistant principals using the district-approved form.

Site Visit/Workplace Visit - Completed by Primary Evaluator

Site visits and/or workplace visits are a method by which the primary evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the primary evaluator 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 improvement.

Principal Site Visit Conferencing

At least three (3) conferences will take place between primary evaluator and evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (conducted by October 30)
 - Review purpose of meeting.
 - Discuss reflections of data.
 - Discuss reflections of the Principal Performance Standards.
 - Discuss and come to agreement on the Professional Growth Plan.
 - Address questions, concerns, and/or comments.
 - Set tentative date for first site visit.
 - Complete all documentation on district approved forms and provide a copy to the evaluatee.
2. First Site Visit Post-Conference (Completed in Fall Semester)
 - Review purpose of meeting.
 - Discuss first observation, site visit, and provide feedback.
 - Discuss documentation of each standard and determine if any other documentation is needed.
 - Address questions, concerns, and/or comments.
 - Set tentative date for second site visit.
 - Complete all documentation on district approved forms and provide a copy to the evaluatee.
3. Second Site Visit Post-Conference (Completed in Spring Semester)
 - Review purpose of meeting.
 - Discuss second observation, site visit, and provide feedback.
 - Review connections to Principal Performance Standards.
 - Share progress toward Professional Growth Plan.
 - Discuss progress of each standard and determine if any other documentation is needed.
 - Address questions, concerns, and/or comments.
 - Determine Overall Performance Category, complete Summative Evaluation, and provide a copy to the evaluatee.

Additional conferences may be held as deemed necessary to monitor progress toward Professional Growth Plan goals. Principals shall adhere to the same evaluation timeline for evaluating assistant principals.

TABLE 5: Combined Principal and Assistant Principal Timeline

Each Year of Employment
Superintendent assigns Primary Evaluator for and reviews the CEP with each principal and assistant principal. (7/31)
Primary Evaluator reviews expectations of the Principal Evaluation Plan. (9/15)
Primary Evaluator conferences with principal to develop Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss the first site visit, as well as modify any strategies. All documentation is completed, and Primary Evaluator approval is given through district approved form. (10/30)
Primary Evaluator conducts the first site visit/workplace visit. All documentation is completed, and Primary Evaluator approval is given through district approved form. (Aug-Nov)
First site visit/workplace post-conference with principal is conducted; the Professional Growth Plan Goal(s) and connections to PSEL are reviewed; and, strategies are modified as necessary. (within 30 calendar days of the site visit/workplace visit)
Primary Evaluator conducts the second site visit/workplace visit. All documentation is completed, and Primary Evaluator approval is given through district approved form. (3/31)
Second site visit/workplace post-conference with principal is conducted; the Professional Growth Plan Goal(s) and connections to PSEL are reviewed; and, strategies are modified as necessary. Summative Evaluation is completed on district approved form. (within 30 calendar days of the site visit/workplace visit)
Summative Evaluation Report submitted to Central Office. (6/15)

Formative Evaluation Rating – Principals and Assistant Principals

Evidence documenting professional practice is situated within the ten PSEL standards arranged in the four performance measures of Planning, Environment, Instruction, and Professionalism. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. Sources of evidence will be sited on the formative evaluation document. The measures and performance criteria for principals and assistant principals is as follows:

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

Each performance measure will be holistically scored using the PSEL Guidance for Growth and Evaluation tool. Primary evaluators will be using professional judgment to assign an overall rating for the formative evaluation.

Required

- PGP
- Site/Workplace Visit
- Post Site Visit Conference Self Reflection
- Other Sources of Evidence

Determining the Overall Summative Rating Process

The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from site visits/workplace visits and other evidence in the cycle will be reviewed so that an overall performance rating for all principal performance measures can be determined.

The summative evaluation form will be completed by June 15 of each year. The summative evaluation form will include an overall rating for each standard as well as an overall performance rating for the evaluation cycle.

The employee shall have the right to comment in writing on the evaluation report. The employee’s written comments shall be attached to the summative evaluation report, and the report shall be filed in their official personnel by June 15 of each year. The summative

evaluation form shall be signed by both the primary evaluator and evaluatee. The evaluatee will also be provided a copy of the summative evaluation form.

For Principals

The primary evaluator will determine the overall performance rating for each principal on each performance measure. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. The primary evaluator will adhere to the Principal Evaluation Plan timeline.

Required

- Professional Growth Plan
- Formative Evaluation results

Optional

- Additional sources of evidence from page 21 of the CEP.
- Evidence provided by evaluator or evaluatee.

For Assistant Principals

The Principal will determine the overall performance measure for each assistant principal. Performance is rated for each performance measure according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). Multiple sources of evidence shall be used to the formative rating. The Principal will adhere to the Principal Evaluation Plan timeline.

Required

- Professional Growth Plan
- Formative Evaluation Results

Optional

- Additional sources of evidence from page 21 of the CEP.
- Evidence provided by evaluator or evaluatee.

Determining the Overall Performance Category

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on Performance Measures and all data collected during the formative phases. Next, the evaluator will use the following decision rules for determining the Overall Performance Category. Assistant principals who serve in dual capacities (i.e. district level and building level) the primary evaluator will be the administrator with the highest level of authority and will collaborate with other evaluators on the overall performance category.

Determining the Overall Summative Rating

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

CRITERIA FOR DETERMINING PRINCIPAL/ASSISTANT PRINCIPAL SUMMATIVE RATING

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

The evaluator shall provide an opportunity for a written response by the evaluatee and a copy of the summative evaluation form. A copy of the summative evaluation form, written response (if provided) and Professional Growth Planning Template will be forwarded to the district office, where it will be included in the official personnel record of the evaluatee.

- ◆ **All summative ratings for principals and assistant principals must be recorded by June 15th of Summative Year.**

District Certified Personnel Evaluation Plan

Evaluation Timeline

- **First 30 Calendar Days**

District staff will review evaluation expectations with his or her primary evaluator, the district's CEP, may complete the self-reflection, and use information to determine the areas to need to develop a Professional Growth Goal.

- **August through October 31**

Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs. Develop or identify tools (rubrics, preexisting forms, etc.) needed to determine levels of student growth. District personnel may inherit one of the superintendent's growth/impact goals, focus on components that support the superintendent's goal, or create a student growth/impact goal that aligns with the responsibility of the role. Goals will be written and reviewed with the primary evaluator, revised, and approved within the district determined timeline.

- **Observation/Site Visit Cycles**

A minimum of one observation/site-visit should be conducted by the primary evaluator. Pre-observation form will consist of a self-reflection/self-rating and will be emailed to the observer 5 school days in advance of the observation. Post-conferences will be conducted within 5 school days of the observation/site visit.

- **Second Half of Year**

Continue the self-reflection process, review strategies, and monitor progress towards both the professional and student growth goals. Adjust practices, complete any remaining observation/site-visits and identify evidence to support professional practices.

- **April 15**

The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), student growth/impact goals and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.

Standards for OPGES

- Professional Standards for Educational Leaders (formerly ISLLC) will be used for all District Certified Personnel
- District personnel will use these standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit.

Sources of Evidence

- **Self-reflection and Professional Growth Plan**

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process.

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning.

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. collaborates with the supervisor to develop a PGP and identify action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on professional practice and the student growth goal
5. shows evidence of modification of the plan as appropriate
6. continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP. Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Goals will be documented using district determined forms or methods.

- **Observation/Site Visit**

The observation/site visit process is one source of evidence that provides documentation and feedback to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection.

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings. The evaluator may conduct the observation using questions similar to those used in the Principal’s Site-Visit.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district

employee’s field, the identified standards and the professional practices to meet the responsibilities.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing “observation guidance” documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of “look-fors” in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

- **Overall Performance Rating**

The evaluator will use evidence from PGP, Self-Reflection, Observations/Site-Visits, Student Growth along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

A District Certified Overall Performance Category is determined by the evaluator based on the personnel’s ratings on each measure. Using the sources of evidence, evaluators will use professional judgment to determine a rating for each measure. Next, the evaluator will use the following decision rules for determining the Overall Performance Category:

District Decision Rules for Determining a District Certified Administrator Overall Performance Measure Category	
If...	Then...
Environment AND Instruction are rated INEFFECTIVE	Performance Category shall be INEFFECTIVE
Environment OR Instruction are rated INEFFECTIVE	Performance Category shall be DEVELOPING or INEFFECTIVE
Planning OR Professionalism are rated INEFFECTIVE	Performance Category shall NOT be EXEMPLARY
Two measures are rated DEVELOPING , and two measures are rated ACCOMPLISHED	Performance Category shall be rated ACCOMPLISHED
Two measures are rated DEVELOPING , and two measures are rated EXEMPLARY	Performance Category shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED , and two measures rated EXEMPLARY	Performance Category shall be EXEMPLARY

Appeals and Hearings

Purpose

An Appeals Panel shall be established and consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the Board of Education who is a certified employee of Trigg County Public Schools, in accordance with KRS Chapter 156.557 and 704 KAR 3:370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the district's evaluation plan and whether the summative evaluation is supported by the evidence.

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

Appeals

Pursuant to Board Policy 03:18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

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

Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Confidentiality of Records

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee's personnel file and will be treated with the same confidentiality as other personnel records. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

Accessibility

Evaluation records will be accessible only to:

- Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.
- Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.
- The Board, if the majority of Board members vote to request such access for lawful District purposes and on advice of legal counsel. Board members shall review evaluation records in a closed Board meeting in the presence of the Superintendent.
- Records may be subpoenaed in cases where litigation occurs