

Madison County Schools Certified Evaluation Plan



2024-2025

Madison County Schools Certified Evaluation Plan Committee

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Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** Certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** Certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position in a district for which certification is required by EPSB.
4. **Certified School Personnel:** 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.
5. **Corrective Action 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
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Evaluatee:** Certified school personnel who is being evaluated.
8. **Evaluation Committee:** a group, consisting of an equal number of teachers and administrators, who develop the personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
9. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and observation certification training as described in KRS 156.557(5)(c)2.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **Observation:** A data collection process conducted by a certified observer in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
16. **Other Professionals:** Library Media Specialists/school librarians, Therapeutic Specialists (SLP), Guidance Counselors/Social Workers, Instructional Coaches.
17. **Performance Criteria:** The areas, skills or outcomes on which certified school personnel are evaluated.
18. **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.
19. **Personnel Evaluation System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
20. **Principal:** certified school personnel who devotes the majority of employed time in the role of principal for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
21. **Professional Growth Plan (PGP):** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data,

and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (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.

22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **Professional Practice Rating:** The rating that is calculated for a teacher, or other professional evaluatee, and principal or assistant principal evaluatee.
24. **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.
25. **Sources of Evidence:** Sources that are used as evidence to determine a certified evaluatee's overall professional practice rating.
26. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
27. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
28. **Teacher:** Certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
29. **Working Condition's Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

The Kentucky Framework for Teaching

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

Framework for Teaching & Specialist Frameworks for Other Professionals

Planning

Environment

Instruction

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 documenting professional practice will be situated within one or more of the four measures of the framework. Performance will be rated for each component 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 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 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 rating:

Required Sources of Evidence – recorded on the district designated forms and/or electronic system.

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice

Other Sources of Evidence

- Products of Practice
- Other Measures of Student Learning
- Other Sources of Evidence (refer to p. 12)

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

Implementation Timeline	Action
First 30 Calendar Days of the school year	Evaluation criteria and process used to evaluate shall be explained. Observations may begin after the evaluation training takes place.
First 60 Instructional Days of the school year	Develop PGP Certified staff will complete the initial self-reflection prior to development of PGP. Certified staff reflects on his/her current growth needs and collaborates with administrator to develop growth plan.
Fall Semester	Full (non-tenured) and Mini observations with Pre/Post conferences Student Voice Survey window.
Mid-Year Review	Review progress and modify plan as appropriate.
Spring Semester	Continued implementation and ongoing self-reflection. Mini and Full Observation with Pre/Post Conferences.
By April 30	Summative Evaluation and Conference- summative evaluation submitted for official personnel record, copy provided to employee who may include written response.

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The certified staff: (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; and, finally,(7) 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 growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals that drive the focus of professional growth activities, support, and on-going reflection.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- Self-reflections and Professional Growth Plans shall be rooted in evidence/data collected from observations, student voice, peer observations, etc.
- The initial self-reflection will be completed prior to the development of the PGP.
- Reflection on targeted areas should be completed after each post conference, peer observation, student voice, etc.
- The final self-reflection shall be submitted to the evaluator prior to the summative conference.
- The professional growth plan shall include 1-3 professional goals.
- All teachers and other professionals will document self-reflection and professional growth planning using the district designated forms and/or electronic system.
- All conferences concerning the PGP shall be held face-to-face.

- The professional growth goal and action plan (PGP) conference to discuss and approve shall be completed within the first 60 instructional days or within 20 instructional days if hired after November 1.
- The progress of professional growth planning will be reviewed between the teacher/other professional and evaluator during a mid-year conference.
- An end-of-year review on the PGP shall be held between the teacher/other professional and evaluator prior to or during the summative conference or prior to the end of the school year for a teacher/other professional not on the summative cycle.

Support and guidance around PGPs will be determined by the below chart following the summative ratings:

Level 1: Self-Directed Professional Growth Plan (3 year cycle)	
Developing Professional Practice Rating	Accomplished or Exemplary Professional Practice Rating
<ul style="list-style-type: none"> • Goal set by educator with evaluator input • Formative review annually <p>Plan activities designed by educator with evaluator input</p>	<ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually
Level 2: One-Year Cycle Directed Professional Growth Plan	
Ineffective Professional Practice Rating	
<ul style="list-style-type: none"> • Goal Determined by Evaluator • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 	

Tenured

Tenured Teachers (3-year cycle) & Other Professionals			
Observer	Observation Type	Frequency	Timeline
Administrator	Full Observation	Minimum of 1 time in the Summative year	Must be completed prior to April 30 th

Non-Tenured

- All observations must be documented using the district designated forms and/or electronic system.
- Additional observations may be conducted at the request of either the evaluatee or the evaluator.

Leaves of Absence – Evaluation requirements remain the same for certified employees on leave of absence. Timelines may be adjusted as needed. If the leave of absence does not allow for the summative cycle to be completed then the cycle may be delayed until the following school year. Evaluators should make arrangements to adjust the observation timeline and summative conference for pre-planned leaves of absence. Adjusted timeline should be documented in writing and signed/dated by evaluatee and evaluator.

Late Hires – All evaluation requirements remain the same. Timelines may be adjusted as needed.

Non-Tenured Teachers (1-year cycle) & Other Professionals (3 observations minimum EACH year)			
Observer	Observation Type	Frequency	Timeline
Administrator	Mini Observation (20-30 minutes)	Minimum of 1 per year	A minimum of 10 instructional days after the 1 st full observation and prior to the 2 nd full observation.
Administrator	Full Observation	Minimum of 2 per year	#1 – After the evaluation training and prior to the mini observation. #2 - Conducted after all other observations and prior to April 30 th .

Informal Observation

Any informal observations may be made at the discretion of the evaluator. All monitoring or observations of performance of a certified school employee shall be conducted openly with full knowledge of the employee. Informal observations shall be documented if included as part of the Summative Rating.

Observation Conferencing

Observation Conferencing Protocols (Tenured and Non-Tenured Teachers/Other Professionals)

Pre-Conference (Mini and Full) Administrative and Peer Observer	Post-Conference (Mini and Full) Administrative and Peer Observer
<ul style="list-style-type: none"> • Pre-Conference required for each observation within 3 instructional days before observation • In person conference OR electronic • Certified staff and observer should discuss the focus of the mini observation • Certified staff submits lesson plans and/or pre observation questions for the full observations 	<ul style="list-style-type: none"> • Post Conference required within 5 instructional days after observation • In person conference • Conference must be documented in writing and signed by evaluatee and evaluator (electronic signature is acceptable)

Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training (12 hours) prior to conducting formative or summative observations for the purpose of evaluation. KRS. 156.557 requires all school district administrators having the responsibility of evaluating certified personnel to be trained, tested, and approved in the proper techniques for effectively evaluating certified school employees. All evaluators shall complete 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.

Student Voice

The Student Voice Survey is a confidential survey that collects student feedback on specific aspects of the classroom experience and teaching practice. The Director of Human Resources and/or Instructional Supervisor will serve as the Student Voice Survey Point-of-Contact.

- All teachers and other professionals that serve students in grades 3-12 shall participate in the state-approved Student Voice Survey annually with a minimum of the identified group of students.
- The building principal will identify the time of day that the Student Voice Survey will be completed. For example, the building principal decides that the Student Voice Survey will be administered during the 3rd period class for all teachers. If a teacher does not have students during that period then the next consecutive class period will complete the Student Voice Survey for that teacher.
- The building principal will identify a group of students to participate in the Student Voice Survey for the other professionals who do not have an assigned class roster.
- Results will be used as a source of evidence to inform Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All certified staff and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered during the window set by KDE between the hours of 7 AM and 5 PM local time.
- Students with ELL, IEPs, and 504 Plans will receive necessary support to ensure equal access.
- The survey will be administered in the school.
- Survey data will only be considered when 10 or more students are respondents. Efforts will be made to combine classes to ensure that 10 or more students participate in the survey. In the case where there are not 10 or more students, student voice data will not be used as a source of evidence to inform the certified staff's professional practice rating.

Products of Practice/Other Sources of Evidence

Teachers/Other Professionals 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 measure. The evidence may be specific to Measure 1 and 4. The following is a suggested list of possible sources:

- Program Review evidence
- 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
- other

Individual Corrective Action Plans

Corrective Action Plans for improving any deficiencies shall be developed by the evaluatee and evaluator at any time during the school year.

Any measure on the Framework for Teaching that is rated as "Ineffective" requires the development of an Individual Corrective Action Plan.

Specific timelines and follow-up observations shall be determined on the Corrective Action Plan form.

Certified Assistance Program (CAP)

In the event an Individual Corrective Action Plan proves unsuccessful in regard to an employee's performance, an evaluator may choose to initiate a CAP for that employee.

Purpose

The CAP is a systematic approach to provide additional support and feedback to certified employees whose performance evaluation in any measure is rated "Ineffective" and whose individual corrective action plan has proven unsuccessful. The goal of the program is to improve the evaluatee's skills to an "Accomplished" rating on the district evaluation plan.

Composition of CAP Team

The CAP is a team effort with a focus on the teaching/coaching process. It is comprised of the following individuals:

- The building level evaluator (principal)
- The superintendent or superintendent designee
- One peer teacher who is appointed by the principal, after consultation with the evaluatee, during which the evaluatee gives written permission for the peer teacher's participation.

Overview

The CAP outlines the following:

- General Guidelines for CAP Process (Instructional Emphasis)
- Due Process for Evaluatee and CAP Team
- Desired and expected outcomes of CAP
- Guidelines for CAP Team Related to "Ineffective" Rating

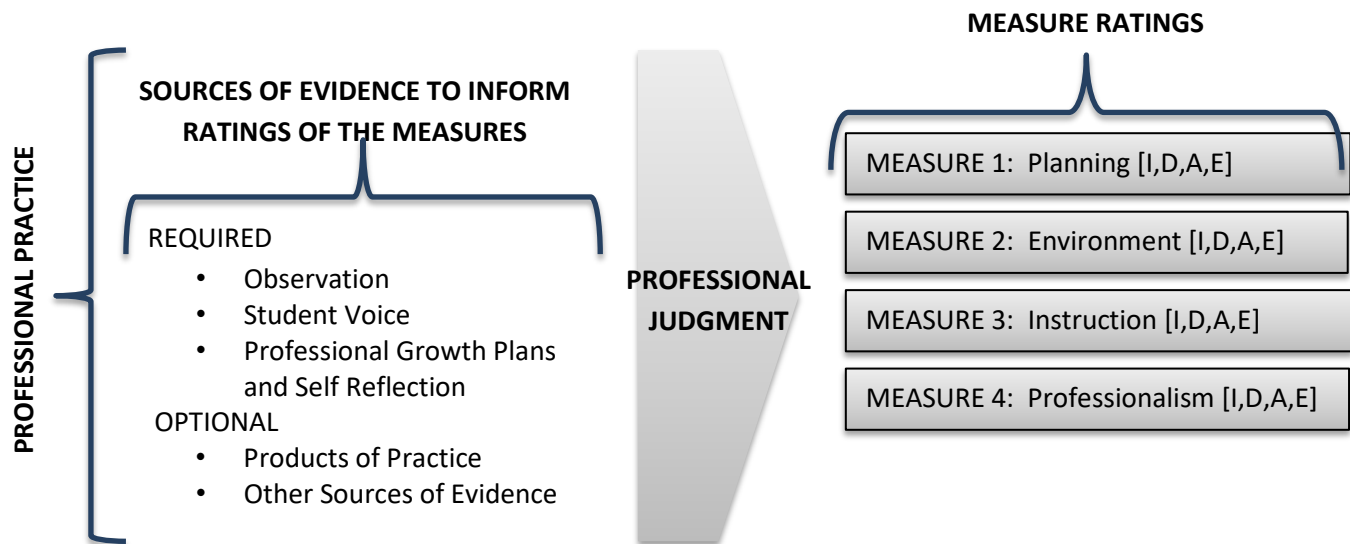
General Guidelines for CAP Process (Instructional Emphasis)

1. Formal evaluation contacts increase to nine visits during the school year by the CAP team. Each committee member will conduct three visits.
2. The CAP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revised. The CAP Team may determine that developing a new PGP would be preferable to adding to or revising the Corrective Action Plan. The area(s) targeted will relate to instruction and obstacles that are impeding student learning and achievement.
3. First collaborative meeting will occur prior to June 1.
4. The CAP Team will provide resources and ideas in the areas identified for professional growth.
5. The evaluatee will conference with the CAP Team member within 5 working days of the observation. After each round of observations (to be scheduled by Oct.1, Dec. 1, and Feb. 15 respectively), the team will jointly confer with the evaluatee concerning progress in targeted area(s).
6. The CAP team will require a teacher/administrator portfolio that addresses instructional needs and reflects application of ideas in the classroom setting. Samples of quality student work should be included in the teacher portfolio, which portfolio should be available for review at all collaborative meetings.
7. A written summary will be provided to the employee at each of the joint conferences.

Rating Professional Practice & Overall Performance Category

The Kentucky Framework for Teaching stands as the 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 supervisor will determine a summative rating for each measure based on evidence collected during the observation cycle. All ratings must be recorded on the district approved Summative Evaluation Form.

An educator’s Overall Performance Category is determined using the following steps:

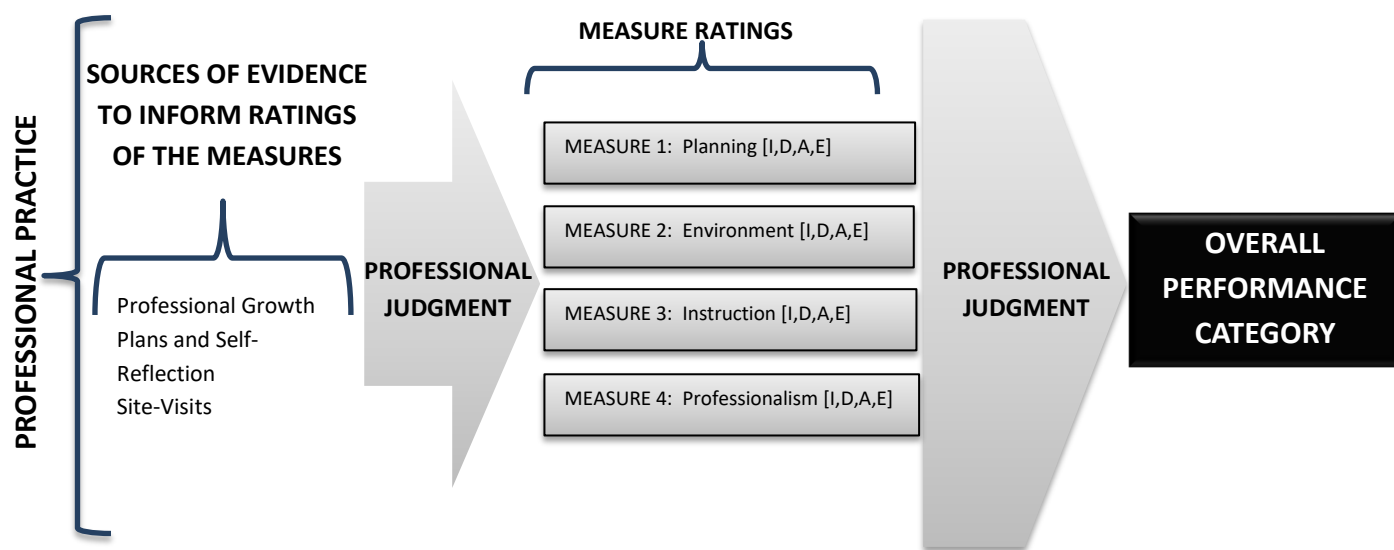
1. Determine the individual measure ratings through the use of sources of evidence and professional judgment.
2. Apply decisions Rules for determining an educator’s overall Professional Practice rating.
3. The district approved summative evaluation form must be completed and submitted by April 30th. All summative ratings must also be recorded in the department-approved technology platform.

CRITERIA FOR DETERMINING A TEACHER’S OVERALL PERFORMANCE CATEGORY

IF...	THEN...
Two Measures are rated ACCOMPLISHED and two Measures are rated EXEMPLARY	Rating shall be Exemplary or Accomplished
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Rating shall be Accomplished
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Rating shall be Accomplished or Developing
Measures 1 OR 4 are rated INEFFECTIVE	Rating shall NOT be Exemplary
Measures 2 OR 3 are rated INEFFECTIVE	Rating shall be Developing or Ineffective
Measures 2 and 3 are rated INEFFECTIVE	Rating shall be Ineffective

PRINCIPAL AND ASSISTANT PRINCIPAL PERSONNEL EVALUATION

The following graphic outlines the summative model for the Principal Personnel Evaluation



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

Evaluators will look for trends and patterns in practice across multiple types of evidences 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 of the standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Professional Standards for Educational Leaders.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through 10 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, and 10. School Improvement. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth,

thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 10 standards. Performance for each measure will be rated 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. Professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits

The following may also be used to inform rating in the relevant measures:

- Other Measures of Student Learning
- Products of Practice
- Other Sources (e.g. surveys)

The following sections provide a detailed overview of the various sources of evidence used to inform the evidence collection around the ten standards and ratings for each of the four measures.

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

The Professional Growth Plan shall 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.

- 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.
- The initial self-reflection and professional growth plan conference to discuss and approve professional growth goals shall be completed by October 1 or within the first 90 days of employment.

- The progress of professional growth planning will be reviewed between the principal and evaluator during a mid-year review.
- An end-of-year review on the Professional Growth Plan shall be held between the principal and evaluator prior to or during the summative conference.
- The self-reflection and PGP using the district designated forms and/or electronic system.
- It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal.

Site-Visits – completed by supervisor of principal or completed by the head principal with the assistant principal

Site visits are a method by which the superintendent or his/her designee may gain insight into the principal’s practice in relation to the measures or a method by which a head principal may gain insight into an assistant principal’s practice in relation to the measures. During a site visit, the 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 school improvement.

- Conducted at least twice each year. One visit will be conducted prior to the end of the first semester and one visit prior to the end of the second semester.
- Evidence to support the measures will be gathered during the site visit to assist the evaluator in assigning a rating.
- A conference between the principal and evaluator will be held at the time of the site visit or within five working days of each site visit. Site-visits must include a face-to-face conference with the principal and superintendent/designee.

Principal and Superintendent/Designee will work together to implement the steps for self-reflection/PGP and Site-Visits as indicated on the timeline below.

Timeline for Self-Reflection/PGP	
Timeline	Action
First 30 calendar days	Evaluation criteria and process used to evaluate shall be explained
First 90 work days	Develop PGP Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan
Fall semester	Site Visits, ongoing self-reflection
Spring Semester	Site Visits, ongoing self-reflection
By June 15	Summative Reflection and Evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional sources of evidence to support their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice relating to each of the standards.

The following list is a suggested list of possible sources:

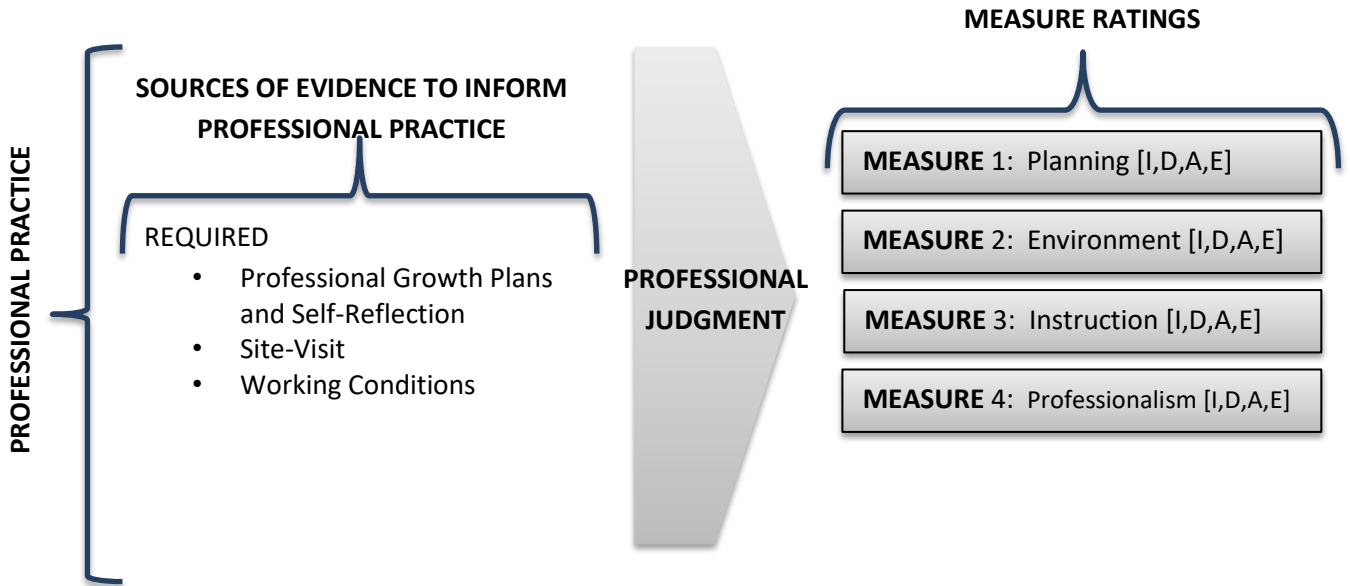
- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- School web pages
- School Plans such as CSIP, 30/60/90, assist, program reviews, etc.
- State or Local Assessment data
- Additional sources deemed relevant by the supervisor

Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s ratings on professional practice.

Rating Professional Practice

- Record ratings in the state approved technology platform.
- Rating for professional practice shall be determined prior to or during the end-of-year conference.

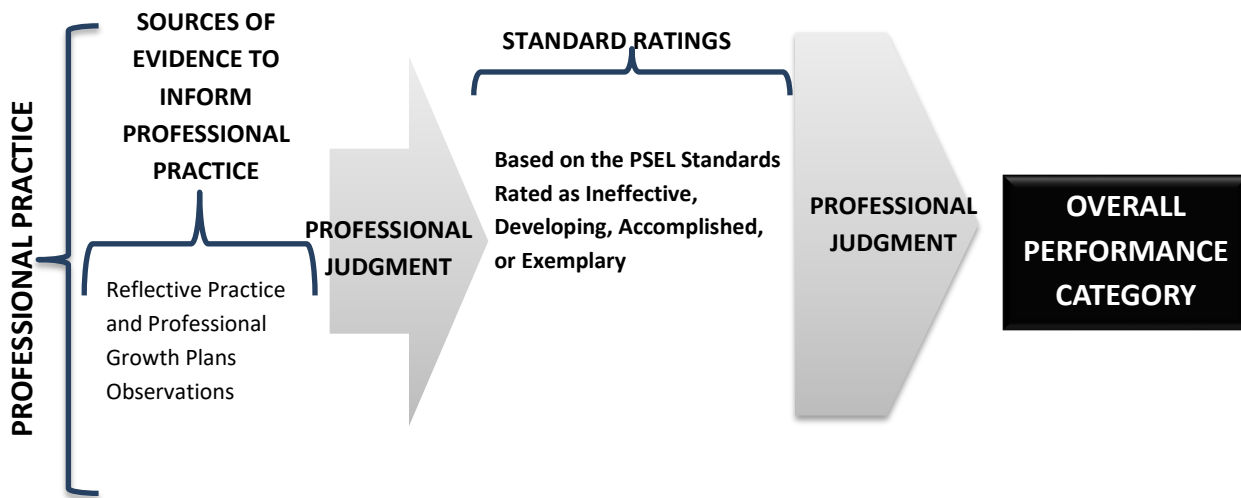


A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

IF...	THEN...
Principal or other building level administrator is rated Exemplary in at least three of the measures and no standard is rated Developing or Ineffective	Rating shall be Exemplary
Principal or other building level administrator is rated Accomplished in at least three of the measures and no standard is rated Ineffective	Rating shall be Accomplished
Principal or other building level administrator is rated Developing in two or more measures	Rating shall be Developing
Principal or other building level administrator is rated Ineffective in two or more measures	Rating shall be Ineffective

Other District Certified Personnel Evaluation

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



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 certified district personnel. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the Professional Standards of Educational Leaders (PSEL).

Site visits are a method by which the superintendent or his/her designee may gain insight into the district certified personnel's practice in relation to the measures.

- A minimum of one site visit shall be conducted each year.
- Evidence to support the measures will be gathered during the site visit to assist the evaluator in assigning a rating.
- A conference between the district certified personnel and evaluator will be held at the time of the site visit or within five working days of each site visit. Site-visits must include a face-to-face conference.

The District Certified Personnel's Overall Performance Category is determined using the following steps:

1. Determine the individual measure ratings through the use of sources of evidence and professional judgment.
2. Apply decisions Rules for determining an educator's overall Professional Practice rating.
3. The district approved summative evaluation form must be completed and submitted by June 15th.

CRITERIA FOR DETERMINING A DISTRICT CERTIFIED PERSONNEL OVERALL PERFORMANCE CATEGORY

IF...	THEN...
District Certified Personnel is rated Exemplary in at least three of the measures and no standard is rated Developing or Ineffective	Rating shall be Exemplary
District Certified Personnel is rated Accomplished in at least three of the measures and no standard is rated Ineffective	Rating shall be Accomplished
District Certified Personnel is rated Developing in two or more measures	Rating shall be Developing
District Certified Personnel is rated Ineffective in two or more measures	Rating shall be Ineffective

Timeline for Other Certified District Personnel

Timeline	Action
First 30 calendar days of reporting for employment each school year	Evaluation Criteria and process used to evaluate shall be explained and opportunity to ask question.
First 60 calendar days of reporting for employment each school year	All personnel, including New Employees to the district, will have reflected on the components/standards in which they will be evaluated. The evaluatee will develop and submit his/her Professional Growth Plan (PGP) using the district approved template to the supervisor or designee.
By June 15 th	Annual Summative reflection and Evaluation- a summative evaluation will be submitted for official personnel record to the Human Resources office and a copy provided to the employee who may include written responses.

Certified District Personnel Products of Practice/Other Sources of Evidence

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

Other sources of evidence may include (not a comprehensive list):

- Board of education agenda and minutes
- Professional learning agenda
- Committee meeting agendas
- Comprehensive District Improvement Plan
- Department Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- Assessment and accountability data
- Grant opportunities
- Curriculum documents
- Products of practice
- Evidences of facilitating professional learning opportunities
- Monitoring documentation
- Program implementation guides
- Schedule
- Any other evidence that is related to the evaluative standards

GRIEVANCE PROCEDURE AND PERSONNEL

EVALUATION APPEALS PANEL

Evaluation Appeals Panel 2024-2025

As required by KRS 156.101 and 704 KAR 3:345, Madison County Schools shall elect annually two (2) certified members to serve on the Personnel Evaluation Appeals Panel. The terms of office shall be for one (1) year and run from October 1 to September 30. The following certified teachers were elected by a district-wide majority vote:

2024-2025 Certified Evaluation Appeals Panel

Lisa Jury- Madison Central High School
Duane Cress- Madison Southern High School
Dustin Brumbaugh- Board Appointed

Alternates

Stephen Rupard- Glenn Marshall Elementary School
H.D. Prewitt- Whitehall Elementary School
James Ray- Board Appointed Alternate

Any certified personnel who does not agree with a rating can appeal following a summative evaluation, within five (5) working days of the receipt of the evaluation. The employee has a right to a hearing, opportunity to review all documentation submitted by both parties reasonably in advance, right to presence of chosen representative and the opportunity to appeal to the KY Board of Education. **Please review the Board policies and procedures below for more information.**

PERSONNEL 03.18

-CERTIFIED PERSONNEL-

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

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel 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 October 1 to September 30. Members may be reappointed or reelected.

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation.

The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

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 INTEREST

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

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

HEARING

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

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:

¹KRS 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, 02.14, 03.16

Adopted/Amended: 09/14/2006

Order #: 6E.

PERSONNEL 03.18 AP.11

-CERTIFIED PERSONNEL-

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 appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative (unless representative has a pending appeal) may be present during the hearing to represent either or both parties.
5. The hearing will be audio taped 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.
8. The Chairperson must receive written notice forty-eight (48) hours in advance if legal counsel will be present.

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:
10. Upholding all parts of the original evaluation.
11. Voiding the original evaluation or parts of it.
12. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
13. 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.
14. The Superintendent may take appropriate action consistent with the Panel's decision.
15. 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
16. 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:6/28/07

PERSONNEL 03.18 AP.21

- CERTIFIED PERSONNEL -

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.

Employee's Signature **Date**

RELATED PROCEDURES:

- 03.18 AP.11
- 03.18 AP.12

Review/Revised:6/22/09