

LYON COUNTY CERTIFIED PERSONNEL EVALUATION PLAN AND PROCEDURES 2025-26

CERTIFIED EVALUATION PLAN

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

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

Teachers

Ken Argo, Lyon County High
Amanda Guzik, Lyon County High
Marsha Harrell, Lyon County Middle
Lisa Trimble, Lyon County Middle
Whitney Timmons, Lyon County Elementary
Stephanie Walker, Lyon County Elementary

Administrators

Zach Thomas, Lyon County High Principal
Amanda Irvan, Lyon County Middle Principal
Brian Wynn, Lyon County Elementary Principal
Miranda Reed, Lyon County Schools Special Ed Director
Robin Hurst, Lyon County Schools Assistant Superintendent
Rob Richey, Director of Pupil Personnel

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every five (5) years. (KRS 156.557)

Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional based upon a case-by-case analysis of the performance criteria set forth in subsection (4) of this section but shall not be imposed as a uniform requirement across the system. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on July 28, 2025. (704 KAR 3:370)

Certified Evaluation Plan – Introduction

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system. Evaluation is the process of assessing or determining the effectiveness of performances and products to:

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

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

The principal or designee is primarily responsible for evaluating teachers and other professionals. Non-tenured teachers and non-tenured other professionals will be evaluated yearly. Tenured teachers and tenured other professionals will be evaluated twice in the summative year. Teachers and other professionals on a Corrective Action Plan will be evaluated yearly. Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the certified evaluation plan.

The Superintendent will be evaluated annually by the local school board. The Lyon County Board of Education appraises the performance of the Superintendent. Opportunities for the professional growth of the Superintendent will be provided pursuant to KRS 156.111 and 704 KAR 3:345.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month (30 days) of reporting for employment. This shall occur prior to the implementation of the plan.

Roles and Definitions – Certified Personnel

1. **Administrator**: means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Assistant Principal**: A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator**: A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel**: means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
5. **Conference**: means 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.
6. **Corrective Action Plan**: means a plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention by the evaluatee for the evaluatee to be considered for reemployment. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
7. **Evaluatee**: means the certified school personnel who is being evaluated.
8. **Evaluation**: means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria through periodic observation and other documentation. Evaluation shall also include the establishment and monitoring of a professional growth plan.
9. **Evaluator**: the immediate supervisor of certified personnel who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
10. **Evidence**: documents or demonstrations that indicate proof of a particular descriptor.
11. **Formative evaluation**: defined by KRS 156.557-A continuous cycle of collecting evaluative information providing feedback with suggestions regarding the certified employee's professional growth and performance.
12. **Full Observation**: an observation, conducted by the immediate supervisor that lasts a full class period and will include ratings in all four performance measures.
13. **Immediate Supervisor**: the person who provides supervision to personnel, and the person you will report to in regards to your performance.
14. **Job Category**: means a group or class of certified school personnel positions with closely related functions.
15. **Observation**: 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.

16. **Observer Certification**: a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
17. **Other Professionals**: means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
18. **Observee**: the teacher being observed during an observation.
19. **Performance Criteria**: the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557.
20. **Performance Measure**: means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
21. **Performance Rating**: means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
22. **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 Title 16 KAR.
23. **Professional Growth Plan**: 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.
24. **Professional Practice**: the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
25. **Professional Practice Rating**: the rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
26. **Self-Reflection**: means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
27. **Sources of Evidence**: means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
28. **Summative Evaluation**: the summary of, and conclusions from, the evaluation data, including formative evaluation data that: 1. Occur at the end of an evaluation cycle; and 2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report. KRS 156.557
29. **Summative Rating**: means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

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

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one performance measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Sources of Evidence/Products of Practice
Evaluators must use the following categories of evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection
- Observations conducted by certified supervisor/observer(s)

Teachers and Other Professionals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's and other professional's practice within the performance measures. Observers may also choose to include additional evidence to support assessment of professional practice. All evidence will be documented in the district-approved technology platform or district-approved document.
Optional categories of evidence may include:

- Classroom Environment Artifacts (seating charts, posted rules, behavior management plans, etc.)
- Unit plans
- Lesson plans
- Communication artifacts with parents/guardian
- Collaborative artifacts (collaboration with team, co-teach plans, shared lesson plans, etc.)
- Timely, targeted feedback from informal observations (scheduled or unscheduled)
- Instructional differentiation artifacts
- Student work
- Student assessment results
- Teacher and other professional reflections and/or self-reflections
- Lesson reflection (i.e. video lesson reviews)
- Records of student and/or teacher or other professional attendance

- Engagement in professional organizations, involvement in student organizations, student clubs, or student sports
- Walkthrough Data
- Other relevant evidence

Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are iterative processes. 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 following guidelines apply to Professional Growth Planning and Self-Reflection:

- All teachers and other professionals will participate in self-reflection and professional growth planning each year using the forms on the district approved platform.
- All teachers and other professionals will document self-reflection and professional growth planning by September 15th of each year and will align with the school and/or district improvement plan.

Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- All Teachers and Other Professionals on a one year summative cycle (non-tenured) will receive 2 full observations within that year.
- All Tenured Teachers and Tenured Other Professionals will receive 2 full observations during the 5th year of their summative cycle.
- Additional summative evaluations may be performed at the discretion of the immediate supervisor of a teacher or other professional based upon a case-by-case analysis of the performance criteria set forth in subsection (4) of this section but shall not be imposed as a uniform requirement across the system. (KRS 156.557)
- Late hires beginning on or after 60 instructional days will receive two full observations by their supervisor.
- Forms for the formative and summative observations shall be used by the evaluator. All evidence will be documented in the district-approved technology platform or district-approved document.

Observer Training

All administrators serving as a primary evaluator must complete the training requirements of KRS 156.557 and 704 KAR 3.370. Administrators serving as a primary evaluator must complete initial certified evaluation training and testing by KDE or an approved provider prior to conducting a summative evaluation. Administrators serving as a primary evaluator must complete a minimum of six (6) hours annually of EILA-approved training. At minimum training

in effective observation and conferencing techniques, providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques, KRS 156.557, shall occur yearly.
All evaluators engaging in observations shall be trained within 30 days of date of hire.

Third Party Observer Process
If requested by the teacher or other professional, observations may be conducted by another administrator. The selection process of the third-party observer shall, if possible, be determined through mutual agreement by the evaluator and evaluatee. A teacher or other professional who exercises this option shall do so, in writing to the evaluator, no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's or other professional's written request, evaluator shall select the third-party observer.

Observation Pre-Conferencing
Pre-conferences for scheduled observations may be written, sent by email, or in person. All pre-conference documentation must be submitted to the observer by the end of school on the day preceding the scheduled observation.

Observation Post-Conferencing
The evaluation process shall include a face-to-face post observation conference between the observer and the evaluatee. The post observation conference shall occur within five (5) working days following each observation. If unable to conference within five (5) days, another observation will be scheduled.

Summative Evaluation Conference
The summative evaluation conference shall occur after all observations have been completed and all sources of evidence have been considered. This includes professional growth planning/self-reflection, and any other evidence deemed relevant for determining the overall effectiveness rating for the teacher or other professional. The summative evaluation will be in writing on the district summative evaluation form. A copy of the evaluation shall be given to the evaluatee.

All personnel evaluated will be provided an opportunity for a review of their summative evaluations. All written evaluations shall be discussed with the evaluatee, and he/she will be given the opportunity to attach a written statement to the summative evaluation form. All summative evaluations will become a part of the official personnel record and will be filed in the central office.

Review
All employees shall be afforded an opportunity to review 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 evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file.

Timeline
All summative evaluations shall be completed by May 1.

Determining the Overall Performance Category
Supervisors are responsible for determining an Overall Performance Category for each teacher or other professional at the conclusion of their summative evaluation year. The Overall Performance

Category is informed by the educator's ratings on the performance measures. The performance measures must receive a rating of Exemplary, Accomplished, Developing, or Ineffective. Evaluators will refer to the tables within the certified evaluation plan to determine the educator's ratings on professional practice.

Considering Performance Criteria

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Performance measure at the culmination of an educator's cycle. The evaluator will determine, based on evidence, a rating for each of the four measures.

Table 1: Teacher or Other Professionals Overall Performance Category/Summative Rating

Minimum Criteria for Determining Teacher or Other Professional's Overall Performance Category/ Summative Rating	
If…	**Then…**
Measures 2 (Environment) or 3 (Instruction) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 (Planning) or 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED and two Performance measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher or other professional at the conclusion of the summative evaluation year. The summative ratings shall be recorded in the district-approved technology platform or district-approved document. Teachers or Other Professionals are permitted to include a written response to the summative rating, and that response is included in the official personnel record.

Other Professionals

Other Professionals will follow the same evaluation procedures and timeline as certified teachers. Evaluators will use the Specialist Frameworks and appropriate forms to record the summative

evaluation results. Other professionals will use the specialist framework as their performance criteria. Refer to the Kentucky Framework for Personnel Evaluations on page 20 in the Appendix.

Principal/Assistant Principal-Certified Evaluation System

The vision for the Principal/Assistant Principal Certified Evaluation System is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Certified Evaluation Plan – Overview and Summative Model

The following outlines the summative model for the Certified Evaluation Plan for the Principal/Assistant Principal:
Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of (1) Instructional Leadership; (2) School Climate; (3) Human Resource Management; (4) Organizational Management; (5) Communication & Community Relations; and (6) Professionalism. 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 6 standards. Performance shall be rated for each measure according to the four performance measures: Ineffective, Developing, Accomplished, and Exemplary (See KyFfPE graphic located in the Appendix). The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.
The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one 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:

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

Evaluators may also use the following categories of evidence to determine overall ratings:

- Other Measures of Student Learning
- Products of Practice

- Other Sources (e.g. surveys)

All evidence will be equally considered to determine a rating for each performance measure using professional judgement. All evidence will be documented in the district-approved technology platform or district-approved document.

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

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

- All principals and assistant principals will participate in self-reflection and professional growth planning each year.
- These should be completed and submitted by September 15th.

Site-Visits – completed by supervisor of principal (formal site visits are not required for assistant principals)

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

- At least two (2) site visits will be conducted by the superintendent for each principal.
- Formative conferences are required for assistant principals by the principal.
- A conference will be held within 5 days after each site visit to provide the principal with feedback based on what was observed during the visit. The principal will be expected to reflect on what went well during the visit and what areas may need improvement.
- The Principal Performance Standards will be discussed during the conference as to what was observed and allowing the principal to share other forms of evidence connecting practices to the standards.

Products of Practice/Other Sources of Evidence

All evidences will be equally considered to determine a rating for each performance measure using professional judgement. Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the performance measures. All evidences will be documented in the district-approved technology platform or district-approved document. The following may be used:

- 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
- Other relevant evidence

Determining the Overall Performance Category
The Overall Performance Category is informed by the principal's ratings on professional practice. All ratings will be recorded on the district approved form by May 1. **All principals and assistant principals will be evaluated every year.** All certified personnel are permitted to include a written response to the summative rating, and that response is included in the official personnel record.

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

Table 3: Principal/A. Principal Overall Performance Category/ Summative Rating

If…	**Then…**
Principal or Assistant Principal is rated EXEMPLARY in at least three (3) or more of the measures and no measure is rated DEVELOPING or INEFFECTIVE	Summative Rating shall be EXEMPLARY
Principal or Assistant Principal is rated EXEMPLARY or ACCOMPLISHED in at least two (2) of the measures and no measure is rated DEVELOPING or INEFFECTIVE	Summative Rating shall BE ACCOMPLISHED
Principal or Assistant Principal is rated DEVELOPING in at least 2 (two) of the measures	Summative Rating shall be DEVELOPING
Principal or Assistant Principal is rated INEFFECTIVE in 2 (two) or more measures	Summative Rating shall be INEFFECTIVE

Professional Growth Plan and Summative Cycle
Based on the overall Professional Practice rating, supervisors will determine the type of Professional Growth Plan required of the principal.

- If rated Exemplary, Accomplished, or Developing, the principal or assistant principal shall have a minimum of a Professional Growth Plan developed by the evaluatee.
- If rated Ineffective, the principal or assistant principal shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the evaluator. This may also be in the form of a Corrective Action Plan.

District Level Administrators

District level administrators who are not principals and assistant principals and not the Superintendent shall be evaluated using these measures:

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

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

- Conference(s)
- Professional Growth Planning and Self Reflection (which is due by September 15th).

Evaluators may also use the following categories of evidence to determine overall ratings:

- Ethics and Professional Norms
- Equity and Cultural Responsiveness
- Curriculum, Instruction, and Assessment
- Community Care and Support
- Professional Capacity of School Personnel
- Professional Community for Teachers and Staff
- Meaningful Engagement of Families and Community
- Operations and Management
- District Improvement

All evidences will be equally considered to determine a rating for each performance measure using professional judgement. All evidences will be documented in the district-approved technology platform or district-approved document.

Determining the Overall Performance Category for District Level Administrators
Supervisors are responsible for determining an Overall Performance Category for each District Level Administrator at the conclusion of the summative evaluation year. The Overall Performance Category is determined by combing the educator's performance measure ratings using the table below.

Performance measures will be rated using professional judgement for each measure: Planning, Instruction, Environment, and Professionalism according to the four performance levels--**Ineffective, Developing, Accomplished, and Exemplary**. **All district level administrators will be evaluated every year.** The summative ratings shall be recorded in the district-approved technology platform or district-approved document.

These criteria are based on the Professional Standards for Educational Leaders (PSEL). The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning. (National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.)

Table 4: District Level Administrators Overall Performance Category/ Summative Rating

If…	Then…
District Level Administrator is rated EXEMPLARY in at least three (3) of the measures and no measure is rated DEVELOPING or INEFFECTIVE	Summative Rating shall be EXEMPLARY
District Level Administrator is rated ACCOMPLISHED in at least two (2) of the measures and no measure is rated INEFFECTIVE	Summative Rating shall be ACCOMPLISHED
District Level Administrator is rated DEVELOPING in at least 2 (two) of the measures	Summative Rating shall be DEVELOPING
District Level Administrator is rated INEFFECTIVE in two (2) or more measures	Summative Rating shall be INEFFECTIVE

The summative form will be completed by May 1 each year and kept on file at the district office. All certified personnel are permitted to include a written response to the summative rating, and that response is included in the official personnel record.

Appeals/Hearings

PURPOSE
An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 003:370. 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 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 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:
    i. Upholding all parts of the original evaluation.
    ii. Voiding the original evaluation or parts of it.
    iii. 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.

Appeal to State Board

According to 156.557 Section 9,
(1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.
(2) The appeal procedures shall be as follows:
(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

APPENDIX

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

	Planning	***Environment***	***Instruction***	***Professionalism***
Teacher *KY Framework for Teaching*	Domain 1 Planning and Preparation	Domain 2 Classroom Environment	Domain 3 Instruction	Domain 4 Professional Responsibilities
Other Professional *The Kentucky Frameworks for Teaching- Specialists Frameworks*	Domain 1 Planning and Preparation	Domain 2 The Environment	Domain 3 Delivery of Service	Domain 4 Professional Responsibilities
Principal Principal Performance Standards	Standard 3 Human Resource Management Standard 4 Organizational Management	Standard 2 School Climate Standard 5 Communication & Community Relations	Standard 1 Instructional Leadership	Standard 6 Professionalism
District Certified Personnel District determined performance criteria specific to evaluatee's job category	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness	KRS 156.557 Section 4 704 KAR 3:370 Section 10 Performance criteria applicable to the evaluatee that characterizes professional effectiveness
Professional Standards for Educational Leaders	Standard 6- Professional Capacity of School Personnel Standard 7- Professional Community for Teachers and Staff Standard 9-Operations and Management	Standard 3-Equity and Cultural Responsiveness Standard 5- Community of Care and Support for Students	Standard 4- Curriculum, Instruction and Assessment Standard 8- Meaningful Engagement of Families and Community Standard 10- School Improvement	Standard 1- Mission, Vision, and Core Values Standard 2-Ethics and Professional Norm

Instructions for Completing the Individual Corrective Action Plan

This Plan is to be completed by the evaluator with discussion and assistance from the evaluatee as it relates to an "Ineffective" rating on any one or more Performance Measures or a "Does Not Meet" on any one or more Standards from the Summative Evaluation. An employee can also be on a Corrective Action Plan at any time if the primary evaluator identifies an immediate need for improved job performance. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the performance measure. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Performance Measure Number(s)
Identify the specific performance measure(s) from the Summative Evaluation Form with an "Ineffective" rating assigned.

2. Growth/Objective(s) Goals

Growth objectives and goals must address the specific performance measure(s) rated as "Ineffective" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified area(s).

4. Procedures and Activities for Achieving Goal(s) and Objectives(s)

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

5. Appraisal Method and Target Dates

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

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

_____School Year

The Individual Corrective Action Plan is developed when an evaluatee receives a rating(s) of "Ineffective" or "Does Not Meet" on the Summative Evaluation in any performance measure or standard. An employee can also be on a Corrective Action Plan at any time if the primary evaluator identifies an immediate need for improved job performance.

INDIVIDUAL CORRECTIVE ACTION PLAN
For

_____

Date: _____ School: _____

Performance measure - or- Standard	Growth Objective Goal(s) (describe desired outcomes)	Procedures/Activities for achieving Goals/Objectives (including support personnel)	Appraisal Method and Target Dates

Evaluatee's Comments:

_____
_____
_____
_____

Evaluator's Comments:

_____
_____
_____
_____

Individual Corrective Action Plan Developed:		Achieved ___ Revised ___ Continued___	
_____ (Evaluatee's Signature)	_____ (Date)	_____ (Evaluatee's Signature)	_____ (Date)
_____ (Evaluator's Signature)	_____ (Date)	_____ (Evaluator's Signature)	_____ (Date)

Appeals Panel Hearing Request Form

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

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

_____ substance

_____ procedure

_____ both substance and procedure

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

_____

_____

_____

_____

Date of summative conference _____

Date evaluator notified of intent to appeal _____

This form along with three (3) copies shall be presented in a sealed envelope in person or by mail to the chairperson of the Appeals Panel within five (5) working days of completion of the summative conference.

_____ _____

Signature ***Date***