

**Metcalfe County Schools**  
**2021-2022 Certified Evaluation Plan**



**Josh Hurt**  
**Superintendent**

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## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

NAME OF DISTRICT: METCALFE COUNTY  
TELEPHONE NUMBER: (270) 432-3171  
ADDRESS: 709 WEST STOCKTON ST.  
EDMONTON, KY 42129  
SUPERINTENDENT: Josh Hurt  
DESIGNATED CONTACT PERSON: Jamie Howard

### 50/50 COMMITTEE MEMBERS AND TITLES:

Jamie Howard	Central Office
Jamie Moss	Central Office
Donna Froedge	MCES Teacher
Michael Gill	MCES Principal
Brandi Ethridge	MCHS Teacher
Jenny Lundy	MCMS Principal
Clint Graham	MCHS Principal
Tammy Allen	Gifted/Talented Teacher
Buddie Brockman	MCMS Teacher
Anita Love	MCHS Teacher

**CERTIFIED SCHOOL EVALUATION PLAN**

*The Metcalfe 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).

<b>Name:</b>	<b>Title:</b>
Dorina Green	MCMS Teacher
Anita Love	MCHS Media Specialist/Teacher
Lauri Perkins	MCES Teacher
Jenny Stotts-Lundy	MCMS Principal
Camille Distefano	MCMS Guidance Counselor
Jamie Howard	Central Office Administrator
Matt Shirley	Director of Digital Learning

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

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

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 3, 2021. (704 KAR 3:370)

_____	<u>June 3, 2021</u>
Signature of District Superintendent	Date

_____	<u>June 3, 2021</u>
Signature of Chairperson, Board of Education	Date

## POLICY STATEMENT

1. The specific purposes of evaluation will be:
  - a. To improve instruction;
  - b. To provide a measure of performance accountability to citizens;
  - c. Foster professional growth and give assistance to certified employees;
  - d. To support individual personnel decisions.
2. It is the policy of the Metcalfe County Board of Education that all certified employees be evaluated on a regular, systematic basis. All evaluators shall be trained, tested and approved according to 704 KAR 3:345, Article 2-3. All evaluators shall maintain certification according to 704 KAR 3:345.
3. The district will provide training for the primary evaluators in the local evaluation process.
4. All tenured certified employees will complete a summative evaluation every three years. Nontenured certified employees and administrators will complete a summative evaluation every year.
5. The evaluation process developed for the local Superintendent by the local board of education shall include provisions for assistance for professional growth of the Superintendent pursuant to KRS 156.111.
6. The immediate supervisor is designated as the primary evaluator. The principal/assistant principal or primary evaluator of the employee's base school will evaluate all itinerant teachers. The principal of the base school shall be responsible for evaluating the itinerant teacher during the appropriate cycles for that teacher. The principal of all schools in which they serve may evaluate itinerant teachers.
7. The evaluation of each employee shall be conducted/supervised by the immediate supervisor. Additional trained and certified personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by 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 written request, the evaluator shall select the third-party observer.
8. All evaluations of certified employees shall be documented on district forms or completed in the state approved technology platform. The evaluatee shall have the opportunity to make a written response which shall be included in the official personnel record.
9. Each evaluation of certified employees shall include both formative and summative procedures.
10. All monitoring or observations of the performance of a certified employee shall be conducted with the full knowledge of the employee.
11. The district will follow The Kentucky Education Professional Standards Board guidelines for the Kentucky Teacher Internship Program (KTIP).
12. By the end of the first thirty (30) calendar days of reporting for employment for each school year, the criteria on which certified school personnel are to be evaluated will be explained and discussed. This shall be accomplished in groups or individual setting. The primary evaluator shall be responsible for documentation of the orientation of all certified

personnel assigned to his/her supervision. A copy of the documentation shall be sent to the district contact person immediately following all orientations. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first month shall not apply to the employee until the following school year.

13. Unscheduled observations may occur and may provide information relative to job performance criteria. Unscheduled observations may be less than thirty minutes.
14. All certified employees shall annually develop a professional growth plan aligned with specific goals and objectives of school improvement and professional development or comprehensive improvement plan. The growth plan will establish goals for enrichment and development and identify the assistance of the evaluator. All growth plans shall be reviewed annually. School psychologist and directors will complete their professional growth plans on the district approved professional growth plan form.
15. Teachers should receive a post observation conference within five (5) working days of the observation.
16. A summative evaluation conference shall be held at the end of the summative evaluation cycle.
17. A completed and signed copy of the evaluation forms will be provided to each person being evaluated immediately following the formative/mini-observation and/or summative evaluation conference.
18. A copy of the formal observation with the evaluatee and the evaluator signature should be submitted to the certified evaluation contact at the board office. This form will be placed in the certified employees personnel file.
19. All personnel who are evaluated shall have an opportunity to respond in writing to the evaluation. Responses shall be placed in the personnel file of the person being evaluated and become a part of the official personnel record. The file may be examined upon request to the Superintendent or his/her designee.
20. The District shall provide an Evaluation Appeals Panel. All certified employees shall be entitled to an appeal process regarding their summative evaluation, which shall include a right to a hearing, opportunity to review all documents presented in an appeal, and the right to the presence of a chosen representative. The certified employee has the opportunity to appeal to the Kentucky Board of Education. The Evaluation Appeals Committee Term will be July 1-June 30.
23. Multiple observations may be conducted with any certified employee and/or whose observation results are ineffective/unsatisfactory.
24. The Superintendent shall name a district contact person who shall be responsible for monitoring evaluation training and implementing the evaluation plan.
25. The Board of Education shall annually review the Evaluation Plan.
26. Observation windows, timelines and other requirements may be adjusted by the primary evaluator in special circumstances where the evaluatee has been absent due to approved leave, extenuating circumstances, late hire, excessive school days missed by the district for weather/illness, or anyone that misses 60 consecutive days anytime during the year. The

superintendent or other designee should approve the changes and notify the staff member within 10 days of returning/beginning to work.

26. The Principal shall provide the Superintendent by April 30 of each year a comprehensive evaluation along with a recommendation for reemployment or termination for all teachers under his/her supervision.
  
27. (a) The superintendent shall be evaluated according to a policy and procedures developed by the local board of education and approved by the department. (b) The summative evaluation of the superintendent shall be in writing, discussed and adopted in an open meeting of the board and reflected in the minutes, and made available to the public upon request. (c) Any preliminary discussions relating to the evaluation of the superintendent by the board or between the board and the superintendent prior to the summative evaluation shall be conducted in closed session.



## 28. Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **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.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
12. **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.
13. **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.
14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
16. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
17. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
18. **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.
19. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
20. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

21. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
22. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

## *The Kentucky Framework for Personnel Evaluation*

### Role Group, Measure and Performance Criteria

	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u>  <i>KY Framework for Teaching</i>	<u>Domain 1</u>  Planning and Preparation	<u>Domain 2</u>  Classroom Environment	<u>Domain 3</u>  Instruction	<u>Domain 4</u>  Professional Responsibilities
<u>Other Professional</u>  <i>The Kentucky Frameworks for Teaching- Specialists Frameworks</i>	<u>Domain 1</u>  Planning and Preparation	<u>Domain 2</u>  The Environment	<u>Domain 3</u>  Delivery of Service	<u>Domain 4</u>  Professional Responsibilities
<u>Principal</u>  Principal Performance Standards for Educational Leaders(PSEL)	<u>Standard 1</u>  Mission, Vision and Core Values  <u>Standard 9</u>  Operations and Management  <u>Standard 10</u>  School Improvement	<u>Standard 3</u>  Equity and Cultural Responsiveness  <u>Standard 5</u>  Communication & Community Relations	<u>Standard 1</u>  Instructional Leadership	<u>Standard 6</u>  Professionalism
<u>District Certified Personnel</u>  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

### ***The Kentucky Frameworks for Teaching- Specialists Frameworks***

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

#### **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

#### **The Kentucky Frameworks for Teaching- Specialists Frameworks**

Planning and Preparation  
The Environment  
Delivery of Service  
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators 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 domain, 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
- Observations conducted by certified supervisor observer(s)

**The performance criteria by which teachers and administrators shall be evaluated shall include but not be limited to:**

- (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
- (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
- (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
- (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- (e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;

(f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;

(g) Demonstration of the effective use of resources, including technology;

(h) Demonstration of professional growth;

(i) Adherence to the professional code of ethics; and

(j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

### **Products of Practice/Other Sources of Evidence**

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains. Also, teachers may provide other sources of student learning to support educator practice.

#### Other Sources of Evidence that can be used to support educator practice

- ☐ team-developed curriculum units
- ☐ lesson plans
- ☐ communication logs
- ☐ timely, targeted feedback from mini or informal observations and walkthroughs
- ☐ 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
- ☐ guided planning protocol

\*\*All sources of evidence supporting an educator's professional practice will be completed/documentated to inform the Overall Performance Category

## **Professional Practice**

### **Professional Growth Planning**

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 which drive the focus of professional growth activities, support, and on-going reflection.

- ◆ All Teachers and Other Professionals participate in professional growth planning each year.
- All teachers will collaboratively identify professional growth needs with their principal, be approved by the principal, and will enter the professional growth plan by October 15 of each year. Professional growth plans will be reviewed, updated, or changed by April 30 of each year. Observation windows, timelines and other requirements may be adjusted by the primary evaluator in special circumstances where the evaluatee has been absent due to approved leave, extenuating circumstances, late hire, excessive school days missed by the district for weather/illness, **or** anyone that misses 60 consecutive days anytime during the year. The superintendent or other designee should approve the changes and notify the staff member within 10 days of returning/beginning to work.
  - After the development of professional growth plans, each evaluator will provide assistance to each employee in meeting the goal, objectives, and activities as stated in the plan. The evaluator shall document the assistance provided in the growth plan. In addition, each staff member, through professional development activities, will have an opportunity to meet some of his/her professional growth plans. Each principal is charged with the responsibility of conducting on-going professional development activities during the school year. The activities are to be designed to meet the improvement needs of the staff and to advance the goals of the school. The supervisory staff will assist with training throughout the school year. These meetings will be designed to meet professional growth needs at the request of the teacher or principal.

### **Observation**

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice

### **Observation Schedule**

- ◆ Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- ◆ Principals will assign tenured teachers to summative cycles. These cycles will determine when the tenured teacher will have their summative evaluation.
- ◆ . Observation windows, timelines and other requirements may be adjusted by the primary evaluator in special circumstances where the evaluatee has been absent due to approved leave, extenuating circumstances, late hire, excessive school days missed by the district for weather/illness, or anyone that misses 60 consecutive days anytime during the year. The superintendent or other designee should approve the changes and notify the staff member within 10 days of returning/beginning to work.

## **Observation Schedule**

### **Nontenured teacher observation timeline (minimum):**

By December 1 complete first mini observation

February 1-April 30 complete full observation and summative evaluation

Non-tenured teachers—each year observers will conduct at least one **mini observation** of approximately 20-30 minutes each. The final observation is a **formal observation** consisting of a full class or lesson observation. Also, non-tenured teachers are required to develop a Professional Growth Plan.

### **Tenured teacher observation timeline (minimum):**

**Year 1** complete mini observation by April 30

**Year 2** complete mini observation by April 30

Tenured teachers not in their summative year will be required to develop a Professional Growth Plan. In Year 1 and Year 2 of the three-year tenured cycle (not summative year), observers will conduct one mini observation each year of approximately 20-30 minutes each. Multiple observations will be required for tenured teachers when observation results yield an ineffective determination.

**Year 3** A full observation and summative conference should be completed by April 30. Tenured teachers in their summative evaluation cycle year will be required to have a **final observation** consisting of a full class or lesson observation. Also, tenured teachers in their summative evaluation cycle year are required to develop a Professional Growth Plan.

## **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- ◆ Conduct observation post-conference within five working days following each observation.
- ◆ The summative evaluation conference shall be held at the end of the summative evaluation cycle.

A pre-conference is required and may be done through written electronic correspondence or in person, while post-conferences be completed in person.

## **Observer Certification**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. Evaluators should receive a minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act (EILA) established in 704 KAR 3:325. Proof of the update training should be submitted to the certified evaluation contact at the board office and kept on file. The Metcalfe County School District will complete observer calibration training prior to beginning of each school year for administrators.

## **Rating Professional Practice**

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

eventually, evaluation. Supervisors 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 Domain at the culmination of an educator’s cycle.

**Determining the Overall Performance Category/Summative Rating**

The required and optional evidences will inform all four performance measures. The Principal will use professional judgement to help determine the performance rating for each performance measure.

An educator’s Overall Performance Category/summative rating is then determined using the following steps.

**DETERMINING A TEACHER’S OVERALL PERFORMANCE CATEGORY/SUMMATIVE RATING**

	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
If....	Then....			
Measures 2 and 3 are related Ineffective	Overall Performance Category/Summative Rating shall be Ineffective			
Measures 2 OR 3 are rated Ineffective	Overall Performance Category/Summative Rating shall be Developing or Ineffective			
Measures 1 OR 4 are rated Ineffective	Overall Performance Category/Summative Rating shall NOT be Exemplary			
Two Measures are rated Developing, and two measures are rated Accomplished	Overall Performance Category/Summative Rating shall NOT be Exemplary			
Two measures are rated Developing, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Accomplished			
Two Domains are rated Accomplished, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Exemplary			

# Professional Standards for Educational Leaders

## EVALUATION PLAN

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

Performance Criteria And Role	Measures			
	Planning	Environment	Instruction	Professionalism
<u>Teacher</u> KY Framework for Teaching	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> The Kentucky Frameworks for Teaching- Specialists Frameworks	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Principal</u> Professional Standards for Educational Leaders (PSEL)	<u>Standard 1</u> Mission, Vision and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Ethics and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community
<u>District Certified Personnel</u> 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

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 must be grounded in the common framework identified: The Principal Performance Standards.

<https://education.ky.gov/teachers/PGES/Documents/Professional-Standards-for-Educational-Leaders.pdf>

### **Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and 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 or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. 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. Contextual variables may also 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**
- ◆ **Site-Visits**

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

- ✓ **Other Measures of Student Learning**
- ✓ **Products of Practice**
- ✓ **Other Sources**

**Professional Practice**

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

**Professional Growth Planning**

**Completed by Educational Leader**

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.

**Required: Educational Leaders will participate in professional growth planning each year.**

- ◆ All Educational Leaders will collaboratively identify professional growth needs with their supervisor and will enter the professional growth plan and enter in the department- approved technology platform by October 15 of each year.
- ◆ Professional growth plans will be reviewed/updated/changed by April 30 of each year and will be discussed during the summative conference.

**Site-Visits**

**Completed by supervisor of Educational Leader**

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

- ◆ Conducted at least twice each year.
- ◆ The first site visit will take place sometime during October/November.
- ◆ The second site visit will take place sometime during February/March.
- ◆ A conference will take place will take place within 10 school days following the site visit to discuss the principal’s/assistant principal’s practice in relation to the Educational Leaders Performance Standards and to use the Educational Leader’s responses to determine issues they would like to further explore with the faculty and staff.

**Determining/Rating the Overall Performance Category**

Superintendents/Principals are responsible for determining an Overall Performance Category for each principal/assistant principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s/assistant principal’s ratings on professional practice. The Professional Growth Plan, Site Visits, and optional evidences will be sources of evidence to inform professional practice. The Superintendent/Principal will use their professional judgement to help determine their performance rating for each performance measure/an overall performance rating and then follow the district approved process for determining the overall performance category /summative rating.

The summative ratings for principal and assistant principal will be completed by April 30.

An educator’s Overall Performance Category/summative rating is then determined using the following steps:

**CRITERIA FOR DETERMINING AN EDUCATIONAL LEADERS OVERALL PERFORMANCE CATEGORY/SUMMATIVE RATING**

If....	Then....
Educational Leader is rated Exemplary in at least three of the measures and no measure is rated Developing or Ineffective	Overall Performance Category/Summative Rating shall be Exemplary
Educational Leader is	Overall Performance Category/Summative Rating shall be

rated Accomplished in at least three of the measures and no measure is Ineffective	Accomplished
Educational Leader is Rated Developing in all four measures	Overall Performance Category/Summative Rating shall be Developing
Educational Leader is rated Ineffective in two or more measures	Overall Performance Category/Summative Rating shall be Ineffective or Developing
Two measures are rated Developing, and two measures are rated Accomplished	Overall Performance Category/Summative Rating shall NOT be Exemplary
Two measures are rated Developing, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Accomplished
Two measures are rated Accomplished, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Exemplary

**Professional Growth Plan and Summative Cycle**

Based on the overall summative rating, supervisors will determine the type of Professional Growth Plan required of the principal.

**Educational Leaders Products of Practice/Other Sources of Evidence**

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal’s/assistant principal’s practice within the domains.

- ☐ SBDM Minutes
- ☐ Faculty Meeting Agendas and Minutes
- ☐ Department/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes

- ☐ Guided Planning/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

## **District Certified Personnel**

**Director of Finance**

**Director of Special Services**

**Director of Pupil Personnel**

**Director of Elementary/Secondary Instruction**

**Professional Development Coordinator**

**Director of Digital Learning**

Certified District Professionals Evaluation

Certified District Professionals will use the Superintendent standards. Superintendent or designee will holistically look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a district certified personnel professional. The role of evidence and professional judgment in the determination of ratings on measures and an overall rating is paramount in this process. However, professional judgment must be grounded in a common framework identified: SPGES Standards.

The Superintendent Performance Standards are designed to support student achievement and professional best-practice through the standards of Strategic Leadership, Instructional Leadership, Cultural Leadership, Human Resource Leadership, Managerial Leadership, Collaborative Leadership, and Influential Leadership. 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

supervisor’s professional practice will be situated within one or more of the 7 standards. Performance will be rated holistically for each measure according to the 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 following categories of evidence will be used in determining overall ratings: Professional Growth Planning and Products of Practice/Other Sources of Evidence. Supervisors may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the supervisor’s practice within the standards. These evidences should be part of the regular practice of the supervisor and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of leadership and learning. All components and sources of evidence related to supporting a supervisor’s professional practice will be completed and documented to inform the overall performance category. All summative ratings will be documented on the appropriate form. The Professional Growth Plan will be developed by September 30th and address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including professional growth needs identified through self-assessment and reflection.

**DETERMINING THE OVERALL PERFORMANCE CATEGORY--** Superintendent or designee is responsible for determining an Overall Performance Category for each supervisor at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the supervisor’s professional judgement to assign holistic ratings.

All certified personnel below the level of superintendent must receive a holistic rating for each performance measure: Planning, Environment, Instruction, and Professionalism.

### Four Performance Measures with supporting Superintendent Standards

<b><u>PLANNING:</u></b> <b><u>Performance Standard 1: Strategic Leadership</u></b>	<b><u>ENVIRONMENT:</u></b> <b><u>Performance Standard 3: Cultural Leadership, Standard 5: Managerial Leadership, and Standard 7: Micropolitical Leadership</u></b>	<b><u>INSTRUCTION:</u></b> <b><u>Performance Standard 2: Instructional Leadership</u></b>	<b><u>PROFESSIONAL:</u></b> <b><u>Performance Standard 4: Human Resource Leadership and Standard 6: External Development Leadership</u></b>
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#### CRITERIA FOR DETERMINING A DISTRICT CERTIFIED

##### DISTRICT CERTIFIED PERSONNEL’S OVERALL/SUMMATIVE RATING

If...	Then....
District Certified Personnel is rated Exemplary in at least three of the measures and no measure is Rated Developing or Ineffective	Overall Performance Category/Summative Rating shall be Exemplary
District Certified Personnel is rated Accomplished in at least four measures and no measure is rated Ineffective	Overall Performance Category/Summative Rating shall be Accomplished
District Certified Personnel is Rated Developing in at least three	Overall Performance Category/Summative Rating shall be

measures	Developing
District Certified Personnel is Rated Ineffective in two or more measures	Overall Performance Category/Summative Rating shall be Ineffective or Developing
Two Measures are rated Developing, and two measures are rated Accomplished	Overall Performance Category/Summative Rating shall NOT be Exemplary
Two measures are rated Developing, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Accomplished
Two measures are rated Accomplished, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Exemplary

**District Certified Personnel Products of Practice/Other Sources of Evidence**

District Certified Personnel 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 domains.

- ☐ Board Minutes
- ☐ Committee Meeting Agendas and Minutes
- ☐ School/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Guided Planning/Instructional Round/Walk-through documentation
- ☐ Budgets
- ☐ EILA/Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships

**District Certified Personnel Observation Form**

Teacher	
EPSB ID#	
School	

<b>Grade Level/Subject(s)</b>	
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<b>Component:</b>	<b>Self-Assessment:</b>				<b>Rationale:</b>
1A - Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century <i>Vision-Relationships</i>	I	D	A	E	
1B - Models and reinforces the culture and vision of the district by having open discussions with teachers, school executives, staff, board members and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district's vision, mission and goals <i>Vision-Monitor</i>	I	D	A	E	
1C – Creates processes to ensure the district's identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district <i>Strategic Planning-Implementation</i>	I	D	A	E	
1D - Facilitates the collaborative development and implementation of a district strategic plan or district improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data <i>Strategic Planning (Monitoring/Evaluation)</i>	I	D	A	E	
1E – Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan <i>Strategic Planning (Resourcing)</i>	I	D	A	E	
1F – Facilitates the implementation of federal, state and local education policies <i>Policies</i>	I	D	A	E	

1G- Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data <i>Strategic Planning (Goals)</i>	I	D	A	E	
2A - Leads the district's philosophy of education-setting specific achievement targets for schools and students of all ability levels, and monitors progress toward those targets <i>Learning/Teaching Focus: High Expectations</i>	I	D	A	E	
2B - Models and applies learning for staff and students <i>Professional Learning</i>	I	D	A	E	
2C – Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels. <i>High Expectations</i>	I	D	A	E	
2D – Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. <i>Strategic Planning (Goals)</i>	I	D	A	E	
2E - Demonstrates awareness of all aspects of instructional programs <i>Learning/High Expectations</i>	I	D	A	E	
2F - Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology <i>Strategic Planning-Implementation</i>	I	D	A	E	
3A – Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs <i>Stakeholder/Community Involvement</i>	I	D	A	E	
3B – Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century <i>Stakeholder/Community Involvement</i>	I	D	A	E	
3C – Creates a unified school system (not a system of individual schools) with shared vision and equitable practices <i>Vision/Beliefs</i>	I	D	A	E	
3D – Builds trust and promotes a sense of well-being between all stakeholders <i>Stakeholder/Community Involvement</i>	I	D	A	E	
3E - Routinely celebrates and acknowledges district successes as well as areas needing growth <i>Celebrate/Acknowledge</i>	I	D	A	E	
3F - Supports and engages in the positive cultural traditions of the community <i>Stakeholder/Community Involvement</i>	I	D	A	E	



3G - Creates opportunities for staff involvement in the community and community involvement in the schools <i>Stakeholder/Community Involvement</i>	I	D	A	E	
3H - Creates an environment that values and promotes diversity <i>Diversity</i>	I	D	A	E	
4A - Ensures that necessary resources, including time and personnel, are allocated to achieve the district's goals for achievement and instruction <i>Resourcing</i>	I	D	A	E	
4B – Creates and monitors processes for educators to assume leadership and decision-making roles <i>Staffing</i>	I	D	A	E	
4C – Ensures processes for hiring, inducting and mentoring new teachers, new school executives and other staff that result in the recruitment and retention of highly qualified and diverse personnel; develops appropriate succession plans for key district roles and places staff in strategically effective positions <i>HR Functions</i>	I	D	A	E	
4D - Uses data to create and maintain a positive work environment <i>Culture/Environment</i>	I	D	A	E	
4E – Provides for results-oriented professional growth and learning that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs <i>Professional Learning</i>	I	D	A	E	
4F – Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations <i>Evaluation</i>	I	D	A	E	
5A - Prepares and oversees a budget that aligns resources with the district's vision and needs <i>Finance</i>	I	D	A	E	
5B - Identifies and plans for facility and technology needs <i>Capital Planning</i>	I	D	A	E	
5C - Continually assesses programs and resource allocation <i>Resourcing</i>	I	D	A	E	
5D - Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology <i>Effectiveness and Efficiency</i>	I	D	A	E	
5E - Builds consensus and resolves conflicts effectively <i>Conflict Resolution</i>	I	D	A	E	
5F - Assures an effective system of districtwide communication <i>Communication</i>	I	D	A	E	

5G - Continually assesses the system in place that ensures the safety of students and staff <i>Safety and security</i>	I	D	A	E	
5H - Works with local and state agencies to develop and implement emergency plans <i>Safety and security</i>	I	D	A	E	
6A - Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools <i>Vision and high expectations</i>	I	D	A	E	
6B - Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success <i>Stakeholder/Community Involvement</i>	I	D	A	E	
6C - Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives and/or other key professional development organizations to provide effective professional learning opportunities <i>Professional Learning/Stakeholder Involvement</i>	I	D	A	E	
6D - Implements proactive partnerships that remove barriers thus ensuring all students have access to college/career courses in high school <i>Stakeholder Involvement</i>	I	D	A	E	
7A - Understands the political systems involving the district <i>Political Context</i>	I	D	A	E	
7B - Defines, understands, and communicates the impact on proposed legislation <i>Legal/Ethical</i>	I	D	A	E	
7C - Applies laws, policies and procedures fairly, wisely, and considerately <i>Legal</i>	I	D	A	E	
7D - Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities <i>Legal</i>	I	D	A	E	
7E - Accesses local, state and national political systems to provide input on critical educational issues <i>Political Context; Stakeholder/Community Involvement</i>	I	D	A		

Teacher Signature:	Date:
Administrator Signature:	Date:

Date:	Reflection/Comments

**METCALFE COUNTY SCHOOLS District Certified Personnel *SUMMATIVE EVALUATION***

<b>PLANNING:</b> <u>Performance Standard 1: Strategic Leadership</u>	<b>ENVIRONMENT:</b> <u>Performance Standard 3: Cultural Leadership, Standard 5: Managerial Leadership, and Standard 7: Micropolitical Leadership</u>	<b>INSTRUCTION:</b> <u>Performance Standard 2: Instructional Leadership</u>	<b>PROFESSIONAL:</b> <u>Performance Standard 4: Human Resource Leadership and Standard 6: External Development Leadership</u>
<b>Performance Measure 1</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Performance Measure 2</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Performance Measure 3</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>Performance Measure 4</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE

<b>SUMMATIVE RATING (DOMAINS 1-4)</b>	Four Performance Measures:  1. Planning Standard 1  2. Environment Standard 3, 5, and 7  3. Instruction Standard 2  4. Professional Standard 4 and 6
<input type="checkbox"/> EXEMPLARY	
<input type="checkbox"/> ACCOMPLISHED	
<input type="checkbox"/> DEVELOPING	
<input type="checkbox"/> INEFFECTIVE	

If...	Then....
District Certified Personnel is rated Exemplary in at least three of the measures and no measure is Rated Developing or Ineffective	Overall Performance Category/Summative Rating shall be Exemplary
District Certified Personnel is rated Accomplished in at least four measures and no measure is rated Ineffective	Overall Performance Category/Summative Rating shall be Accomplished
District Certified Personnel is Rated Developing in at least three measures	Overall Performance Category/Summative Rating shall be Developing
District Certified Personnel is Rated Ineffective in two or more measures	Overall Performance Category/Summative Rating shall be Ineffective or Developing
Two Measures are rated Developing, and two measures are rated Accomplished	Overall Performance Category/Summative Rating shall NOT be Exemplary
Two measures are rated Developing, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Accomplished
Two measures are rated Accomplished, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Exemplary



## PRE-OBSERVATION DOCUMENT

<b>Teacher</b>		
<b>School</b>		
<b>Grade Level/Subject(s)</b>		
<b>Observer</b>		
<b>Date of Conference</b>		
<b>Date of Observation</b>		
<b>Questions for Discussion:</b>	<b>Notes:</b>	
What is your identified student learning target(s)?		
To which part of your curriculum does this lesson relate?		
How does this learning fit in the sequence of learning for this class?		
Briefly describe the students in this class, including those with special needs.		
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.		
How will you differentiate instruction for individuals or groups of students?		
How and when will you know whether the students have achieved the learning target(s)?		
Is there anything that you would like me to specifically observe during the lesson?		

\_\_\_\_\_

Teacher's Signature

\_\_\_\_\_

Date

# POST-OBSERVATION DOCUMENT

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<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

*For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:*

<p>In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?</p>	
<p>In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?</p>	
<p>To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?</p>	
<p>Did you depart from your plan? If so, how and why?</p>	

<p>If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?</p>	
<p>What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?</p>	

\_\_\_\_\_  
Teacher's Signature\*

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\*Denotes sharing of results, not necessarily agreement with the formative rating



<p align="center"><b>METCALFE COUNTY SCHOOLS <i>Formative</i></b> <b>TEACHER EVALUATION</b></p>	<p>Educators are scored as follows: Ineffective, Developing, Accomplished, Exemplary</p>
<p>Name: _____ Date _____</p>	<p align="center">Script/Documentation</p>
<p><b>PLANNING AND PREPARATION</b></p> <p>1a: Demonstrating Knowledge Of Content And Pedagogy</p> <p>1b: Demonstrating Knowledge Of Students</p> <p>1c: Setting Instructional Outcomes</p> <p>1d: Demonstrating Knowledge Of Resources</p> <p>1e: Designing Coherent Instruction</p> <p>1f: Designing Student Assessments</p>	

**THE CLASSROOM ENVIRONMENT**

2a: Creating An Environment Of Respect And

Rapport

2b: Establishing A Culture For Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

**INSTRUCTION**

3a: Communicating With Students

3b: Using Questioning And Discussion Techniques

3c: Engaging Students In Learning

3d: Using Assessment In Instruction	
3e: Demonstrating Flexibility And Responsiveness	
<b>PROFESSIONAL RESPONSIBILITIES</b>	
4a: Reflecting On Teaching	
4b: Maintaining Accurate Records	
4c: Communicating With Families	

4d: Participating In A Professional Community	
4e: Growing And Developing Professionally	
4f: Showing Professionalism	
Signature of Evaluatee/Date	Signature of Evaluator/Date



**METCALFE COUNTY SCHOOLS Educational Leaders SUMMATIVE EVALUATION**

<u>PLANNING:</u>	<u>ENVIRONMENT</u> <u>Standard 2: School Climate and</u> <u>Standard 5: Communication</u> <u>and Community Relations</u>	<u>Instruction</u> <u>Standard 1: Instructional</u> <u>Leadership</u>	<u>PROFESSIONALISM</u> <u>Standard 6: Professionalism</u>
<u>Performance Measure 1</u>	<u>Performance Measure 2</u>	<u>Performance Measure 3</u>	<u>Performance Measure 4</u>
<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE

<b>SUMMATIVE RATING (MEASURES 1-4)</b>
<input type="checkbox"/> EXEMPLARY
<input type="checkbox"/> ACCOMPLISHED
<input type="checkbox"/> DEVELOPING
<input type="checkbox"/> INEFFECTIVE

**CRITERIA FOR DETERMINING AN EDUCATIONAL LEADERS OVERALL PERFORMANCE CATEGORY/SUMMATIVE RATING**

If....	Then....
Educational Leader is rated Exemplary in at least three of the measures and no measure is rated Developing or Ineffective	Overall Performance Category/Summative Rating shall be Exemplary
Educational Leader is rated Accomplished in at least three of the measures and no measure is Ineffective	Overall Performance Category/Summative Rating shall be Accomplished
Educational Leader is Rated Developing in all four measures	Overall Performance Category/Summative Rating shall be Developing
Educational Leader is rated Ineffective in two or more measures	Overall Performance Category/Summative Rating shall be Ineffective or Developing
Two measures are rated Developing, and two measures are rated Accomplished	Overall Performance Category/Summative Rating shall NOT be Exemplary
Two measures are rated Developing, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Accomplished
Two measures are rated Accomplished, and two measures are rated Exemplary	Overall Performance Category/Summative Rating shall be Exemplary

**METCALFE COUNTY SCHOOLS Educational Leaders SUMMATIVE EVALUATION (cont.)**

Evaluatee Comments:

Evaluator Comments:

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Evaluatee Signature \_\_\_\_\_ Date \_\_\_\_\_ Evaluator Signature \_\_\_\_\_

<b>Recommendations</b>		
<b>Continue Employment</b> _____	<b>Corrective Action</b> _____	<b>Non-Renewal</b> _____

*\*Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan*

## Guidance Counselor Observation Tool

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

**Guidance Counselor:**

**School:**

**Evaluator:**

**Date:**

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



X

Teacher

X

Observer

Date Signed

**COMMENTS:**

## Library Media Specialist Observation Tool

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

**Library Media Specialist:**

**School:**

**Evaluator:**

**Date:**

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

4F Collection Development and Maintenance	I	D	A	E	
4G- Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional ethics	I	D	A	E	

**X**

Teacher

**X**

Observer

\_\_\_\_\_  
Date Signed

**COMMENTS:**

## Instructional Specialist Observation Tool

**Directions:** Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

**Instructional Specialist:**

**School:**

**Evaluator:**

**Date:**

Component:	Rating:				Evidence:
<i>1A</i> - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
<i>1B</i> - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
<i>1C</i> - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
<i>1D</i> - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Planning the instructional support program integrated with the overall school program	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the instructional support program	I	D	A	E	
<i>2A</i> - Creating an environment of trust and respect	I	D	A	E	
<i>2B</i> - Establishing a culture for ongoing instructional improvement	I	D	A	E	
<i>2C</i> - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
<i>2D</i> - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
<i>2E</i> - Organizing physical space for workshops or training	I	D	A	E	
<i>3A</i> - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
<i>3B</i> - Engaging teachers in learning new instructional skills	I	D	A	E	

3C - Sharing expertise with staff	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

X

Teacher

X

Observer

\_\_\_\_\_  
Date Signed

**COMMENTS:**

### **Therapeutic Specialist Observation Tool**

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

**Therapeutic Specialist:**

**School:**

**Evaluator:**

**Date:**

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

X

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Teacher

X

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Observer

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**Date Signed**

**COMMENTS:**

## School Psychologist Observation Tool

**Directions:** Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component.

**Psychologist:**

**School:**

**Evaluator:**

**Date:**

Component:	Rating:				Evidence:
<i>1A</i> - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
<i>1B</i> - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
<i>1C</i> - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
<i>1D</i> - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
<i>1E</i> - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
<i>1F</i> - Developing a plan to evaluate the psychology program	I	D	A	E	
<i>2A</i> - Establishing rapport with students	I	D	A	E	
<i>2B</i> - Establishing a culture for positive mental health throughout the school	I	D	A	E	
<i>2C</i> - Establishing and maintaining clear procedures for referrals	I	D	A	E	
<i>2D</i> - Establishing standards of conduct in the testing center	I	D	A	E	
<i>2E</i> - Organizing physical space for testing the students and storage of materials	I	D	A	E	
<i>3A</i> - Responding to referrals consulting with teachers and administrators	I	D	A	E	
<i>3B</i> - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
<i>3C</i> - Chairing evaluation team	I	D	A	E	
<i>3D</i> - Planning interventions to maximize student's likelihood of success	I	D	A	E	
<i>3E</i> - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
<i>3F</i> - Demonstrating flexibility and responsiveness					
<i>4A</i> - Reflecting on practice	I	D	A	E	
<i>4B</i> - Communicating with families	I	D	A	E	
<i>4C</i> - Maintaining accurate records	I	D	A	E	
<i>4D</i> - Participating in a professional community	I	D	A	E	
<i>4E</i> - Engaging in professional development	I	D	A	E	



4F - Showing professionalism	I	D	A	E	

X

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Teacher

X

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Observer

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**Date Signed**

**COMMENTS:**

**METCALFE COUNTY SCHOOLS Other Professionals SUMMATIVE EVALUATION**

Planning and Preparation	The Environment	Delivery of Service	Professional Responsibilities	
<b>DOMAIN 1</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>DOMAIN 2</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>DOMAIN 3</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	<b>DOMAIN 4</b> <input type="checkbox"/> EXEMPLARY <input type="checkbox"/> ACCOMPLISHED <input type="checkbox"/> DEVELOPING <input type="checkbox"/> INEFFECTIVE	

<b>PROFESSIONAL PRACTICE RATING (DOMAINS 1-4)</b>
<input type="checkbox"/> EXEMPLARY
<input type="checkbox"/> ACCOMPLISHED
<input type="checkbox"/> DEVELOPING
<input type="checkbox"/> INEFFECTIVE

If Domains 2 & 3 are rated "I"	Prof. Practice shall be "I"
If Domains 2 or 3 are rated "I"	Prof. Practice shall be "D" or "I"
If Domains 1 or 4 are rated "I"	Prof. practice shall NOT be "E"
If 2 Domains are rated "D" and 2 are rated "A"	Prof. Practice shall be "A"
If 2 domains are rated "D" and 2 are rated "E"	Prof. Practice shall be "A"
If 2 domains are rated "A" and 2 Domains are rated "E"	Prof. Practice shall be "E"

*I-Ineffective D-Developing A-Accomplished E-Exemplary*

I agree with the above evaluation.      I disagree with the above evaluation for the following reasons:

Evaluatee Comments:

Evaluator Comments:

\_\_\_\_\_

Evaluatee Signature                      Date    Evaluator Signature                      Date

Recommendations		
<b>Continue Employment</b> _____	<b>Corrective Action</b> _____	<b>Non-Renewal</b> _____

*\*Any Rating in the "ineffective" column requires the development of an Individual Corrective Action Plan*

# Professional Growth Plan

**Directions:** After completing the Self- reflection tool and identifying your professional area(s) of growth, write your Professional Growth Goal (PGG) and the Domain indicator with which it aligns. If more than one goal is required by your district, complete additional forms.

**Name:**

**School Year:**

**School:**

**Professional Growth Goal**

**Component**

**Principal's/Evaluator's Feedback**

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Evaluator's Signature

---

Date

## Metcalfe County Mid-Year Review

You must complete your mid-year review. We will do so electronically. Please answer the following questions in an email and send the back by:

### 1. PGP Goal/Plan and professional responsibilities

Not Started     On Target     Completed

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

b. How have you implemented your activity into practice?

c. How has the implementation impacted your class and/or practice?

d. What support do you need from administration?

### 2. After reviewing the communications from pre and post conference and formal observations from the first semester, please answer the following questions:

a. What area in do you need to grow the most?

b. What area is the biggest strength for you?

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

\_\_\_\_\_ School Year

\*\*The Individual Corrective Action Plan is developed when an immediate change is required in teacher behavior or performance.

INDIVIDUAL CORRECTIVE ACTION PLAN  
FOR

Date \_\_\_\_\_

Work Site \_\_\_\_\_

Standard #	Growth Objective/Goal(s) (describe learning outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

Employee's Comments

Evaluator's Comments:

Individual Corrective Action Plan Developed:	Status: Achieved   Revised   Continued
_____ Employee Signature                      Date	_____ Employee Signature                      Date
_____ Evaluator's Signature                      Date	_____ Evaluator's Signature                      Date
_____	_____

# 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, developed by an evaluation committee, system for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.<sup>1</sup>

#### **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.<sup>2</sup>

#### **PRINCIPAL'S RECOMMENDATION**

The Principal shall provide the Superintendent by April 30 of each year a comprehensive evaluation along with a recommendation for reemployment or termination for all teachers under his/her supervision.

#### **APPEAL PANEL**

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

#### **ELECTION**

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

#### **TERMS**

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

#### **CHAIRPERSON**

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

**Evaluation Appeal to Panel**

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

**APPEAL FORM**

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

**CONFLICTS OF 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.

**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.

# PERSONNEL 03.18 (Continued) Evaluation

**REFERENCES:**

<sup>1</sup>[KRS 156.557](#), [704 KAR 003:345](#)  
[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

**RELATED POLICIES:**

<sup>2</sup>03.15; 02.14; 03.16

Adopted/Amended: 05/29/2007



# 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 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.

# PERSONNEL 03.18 AP.11 (Continued)

## Appeals/Hearings

### HEARINGS

The following procedures will be implemented during the hearings:

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

Review/Revised:7/17/07

# PERSONNEL 03.18 AP.12

- CERTIFIED PERSONNEL -

## Confidentiality of Records

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

### **ACCESSIBILITY**

Evaluation records will be accessible only to:

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

### **RELATED PROCEDURE:**

03.18 AP.11

Review/Revised:3/19/07

# CERTIFIED PERSONNEL 03.18 AP.22

## Evaluation Committee

### EVALUATION COMMITTEE TASKS

The following tasks have been completed by the Evaluation Committee, which shall consist of equal numbers of teachers and administrators:

- Developing the processes to be used in formative and summative evaluations for certified positions below the level of District Superintendent.
- Developing all forms associated with the evaluation process.
- Establishing a procedure for certified employees to review their summative evaluation.
- Developing plan for providing assistance to certified employees in formulating their professional growth plans.

### TRAINING OF EVALUATORS

In meeting the evaluation requirements of KRS 156.557, primary evaluators shall demonstrate competency in the following:

- Effective teaching practices,
- Techniques of classroom observation,
- Conducting conferences,
- Techniques for assisting in the development of professional growth plans,
- Conducting summative evaluations, and
- Using the District's evaluation forms.

### FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur on a schedule as specified below:

<b>Position</b>	<b>Annually</b>	Every three (3) years
Superintendent	X	
Administrators	X	
Non-tenured	X	
Tenured		X

# 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 Appeals Panel and must be presented in person or by mail to any member of the Appeals Panel within five (5) working days of completion of the summative conference.**

EMPLOYEE'S NAME/JOB TITLE \_\_\_\_\_

HOME ADDRESS \_\_\_\_\_

DEPT. (SCHOOL) \_\_\_\_\_ DIVISION \_\_\_\_\_

LOCATION \_\_\_\_\_

EVALUATOR'S NAME \_\_\_\_\_

DATE OF SUMMATIVE EVALUATION \_\_\_\_\_

DATE EVALUATOR NOTIFIED OF INTENT TO APPEAL \_\_\_\_\_

THIS APPEAL CHALLENGES THE SUMMATIVE FINDINGS ON: (*Check one.*)

Substance                       Procedure                       Both substance and procedure

WHAT SPECIFICALLY DO YOU OBJECT TO, OR WHY DO YOU FEEL YOU WERE NOT FAIRLY EVALUATED?  
(*If additional space is needed, attach an extra sheet.*) \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

\_\_\_\_\_  
*Employee's Signature*

\_\_\_\_\_  
*Date*

### RELATED PROCEDURES:

03.18 AP.11, 03.18 AP.12

Review/Revised:7/20/09