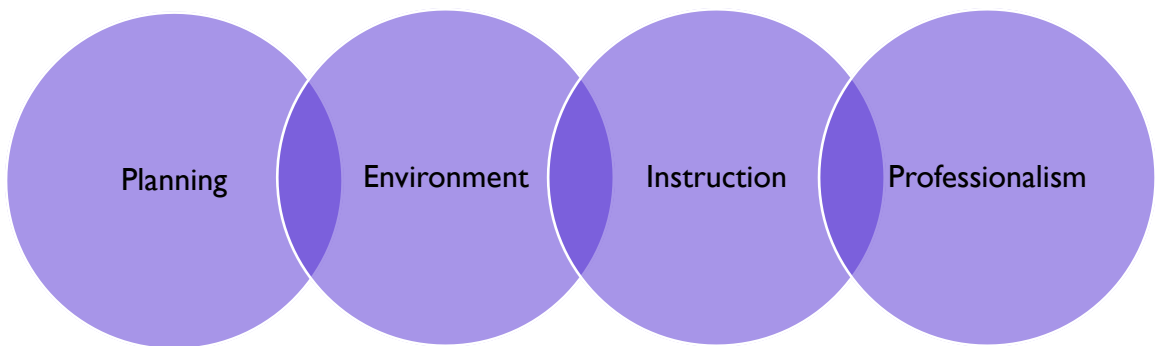


# **CERTIFIED EVALUATION PLAN**



**LETCHER COUNTY  
PUBLIC SCHOOLS**

# 2022/23

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# **Certified Evaluation Plan**

**Letcher County Public Schools**

**224 Parks Street**

**Whitesburg, Kentucky 41858**

**(606) 633-4455**

## **Committee Members**

**Karen Boggs, Personnel Director**

**Stephen Boggs, Teacher – Letcher County Central High School**

**Janet Caudill, Teacher – West Whitesburg Elementary**

**Ronny Goins, Instructional Facilitator – PGES Contact**

**Emily Kincer, Teacher – Letcher County Central High School**

**David Robinson, Principal - Fleming Neon Middle School**

**Michael Sparks- Teacher-Fleming-Neon Middle School**

**Amber Stewart, Administrator-Martha Jane Potter Elementary**

**Jennifer Wampler, Principal – Letcher County Central High School**

**Tyler Watts, Teacher-Letcher Elementary & Middle School**

**Victoria Watts, Teacher-Cowan Elementary School**

**Denise Yonts, Superintendent**

## ASSURANCES

### CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Letcher County Board of Education hereby assures the Commissioner of Education that:

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

Name:	Title:
Karen Baker	Administrator
Stephen Boggs	Teacher
Jan Caudill	Teacher
Ronny Goins	Administrator
Emily Kincer	Teacher
David Robinson	Administrator
Michael Sparks	Teacher
Ambur Stewart	Administrator
Jennifer Wampler	Administrator
Tyler Watts	Teacher
Victoria Wolts	Teacher
Denise Yants	Administrator

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).

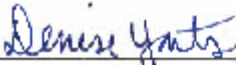



This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

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 <date>. (704 KAR 3:370)

 _____ Signature of District Superintendent	 _____ Signature of Chairperson, Board of Education
 _____ Date	 _____ Date

# Certified Evaluation Plan Overview

The vision for the Letcher County Schools is to have every student taught or served by an effective teacher/professional. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth. All certified employees below the level of the Superintendent will be evaluated on four performance measures: **Planning, Environment, Instruction, and Professionalism**. A certified employee's immediate supervisor will act as the primary evaluator.

The evaluation process shall include both formative and summative evaluations of certified employees. All monitoring and observation of performance is conducted openly and with full knowledge of the evaluatee. Tenured employees will be observed annually through ongoing observations of performance. The Summative Evaluation of the tenured employee will occur at a minimum of once every three years. Non-tenured employees, including intern teachers, will be observed annually through ongoing formal and informal observations of performance. Self-reflection, conferencing, the development of professional growth goals, and Summative Evaluations are essential elements of the Evaluation Process. Evaluations will be documented on approved forms to become part of official personnel file. An opportunity for a written response shall be included in the official personnel record. A copy of the evaluation will be provided to the evaluatee.

## Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Directed Growth Plan:** A teacher who is rated Ineffective or Developing would result in a one year directed cycle with a directed growth plan. This plan would include goals determined by the evaluator with the goals focusing on the low performance/outcome area, activities determined by evaluator with input from teacher, a formative review at midpoint and a summative review at the end.
8. **Evaluatee:** A certified school personnel who is being evaluated.
9. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
10. **Full observation:** Follows observation sequence: pre-conference, observation, post conference. Full class period or a complete lesson, evaluates Domains 2 and 3, collects evidence toward Domains 1 and 4.
11. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in the overall performance category.
  - b. Principals who are rated ineffective in the overall performance category
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Mini observation:** Follows observation sequence: pre-conference, observation, post conference. Shorter in duration: 20-30 minutes, evaluates Domains 2 and 3, collects evidence towards Domains 1 and 4.
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
16. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.

17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
18. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
19. **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.
20. **Procedure:** an established or official way of doing something
21. **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.
22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **Self-Directed Growth Plan:** A teacher who is rated Accomplished or Exemplary on the overall performance category would result in a 3 year self-directed cycle with a self-directed professional growth plan. The plan would identify goals set by the educator with evaluator input and address any low performance areas, the activities the teacher should undertake to achieve goals that are developed with evaluator input, and be formatively reviewed on an annual basis.
24. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
25. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
26. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
27. **Substance:** the real content, meaning or gist of something said or written
28. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
29. **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.
30. **Impact Kentucky Working Conditions Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
31. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

## TEACHER EVALUATION TIMETABLE QUICK REFERENCE

<b>Step 1</b>	The evaluation criteria and process used to evaluate certified school personnel 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. 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.	Within 30 calendar days of reporting for employment for each school year.
<b>Step 2</b>	Primary Evaluators NOTIFY employees to be evaluated	Same as above
<b>Step 3</b>	Certified Teachers & Other Professionals shall complete a self-reflection, and Professional Growth Goal.	Within 6-8 weeks of Instruction
<b>Step 4</b>	Evaluator holds preconference with employee	One (1) to five (5) working days before observation
	Observation Windows: 1 <sup>st</sup> Observation: 30 day after beginning of school 2 <sup>nd</sup> Observation: Begins November 1 <sup>st</sup> 3 <sup>rd</sup> Observation: Begins December 15 <sup>th</sup>	Mini by Principal Mini by Peer Full by Principal
<b>Step 5</b>	Evaluator conducts Post Observation Conference and collaboratively develops Professional Growth Plan	Within five (5) working days after the observation
<b>Step 6</b>	Full and Mini Observations	August—May
<b>Step 7</b>	Mid-year review	Dec. - Jan
<b>Step 8</b>	Evaluator conducts Summative Evaluation and Summative Conferences as appropriate	Summative: Non-tenured and any tenured employee on a Corrective Action/ Assistive Growth Plan/ Directed Growth Plan (by April 15) All other tenured



# Certified Teachers and Other Professionals

## ***The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals***

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

### **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/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. The four domains correspond to the four Performance measures. Performance is rated for each measure according to four levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each performance measure.

The use of professional judgment based on multiple sources of evidence promotes a 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.



Kentucky Adapted  
Danielson Framewo

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

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<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> 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

## Performance Measures and Evidence

Evaluators must use the following pieces of evidence for each performance measure:

- Planning:**
- Required**
    - Lesson plans –checked quarterly on district approved forms
    - Student data records –maintained weekly in Infinite campus
  - Optional**
    - Minutes from PLCs
    - Team developed curriculum units
- Environment:**
- Required**
    - Student Surveys- see below for specifics
    - Observations
  - Optional**
    - Communication logs
    - Teacher interviews
    - Parent engagement surveys
- Instruction:**
- Required**
    - Observation- see below for specifics
  - Optional**
    - Timely, targeted feedback from mini or informal observations
    - Student work
    - Student formative and summative course evaluations/feedback
    - Video-taped lessons
    - Action research
- Professionalism:**
- Required**
    - Self-reflection and professional growth plan- see below for specifics
  - Optional**
    - Teacher Committee or team contributions
    - Engagement in professional organizations
    - Teacher Leadership Roles

All components and sources of evidence related to supporting an educator’s professional practice will be completed and documented to inform the Overall Performance Category. Optional evidences can be transferrable between measures. All Summative Ratings will be recorded in the optional department-approved technology platform and/or district forms.

## Professional Growth Planning and Self-Reflection

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

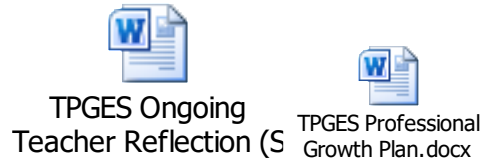
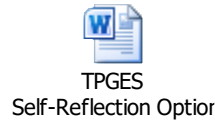
Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan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

### Required

- All teachers and other professionals will participate in ongoing self-reflection and professional growth planning each year.
- All teachers and other professionals will document self-reflection and professional growth planning on district approved forms.

### Timeline

The evaluation criteria and process used to evaluate certified school personnel 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. 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 of work shall not apply to the employee until the following school year. All teachers and other professionals will complete a self-reflection and professional growth goal to be submitted to his/her supervisor by the end of September each year. Teachers/other professionals who are hired after the first day of school will complete a self-reflection and professional growth goal within 30 days of classroom instruction. The self-reflection and goals will be maintained on district approved documents and/or the state approved technology platform for approval. The evaluator can require modification/amendments to the timeline and/or growth plan. Self-Reflection is an ongoing process and shall be addressed a minimum of three times a year: beginning, middle, and end (summative conference). During the summative evaluation year, teachers shall complete observation reflections as well. Reflections should include whether or not students were engaged, met the learning targets, and what he/she would change about the lesson (form included).



## Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform and calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. No ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

### Observation Model

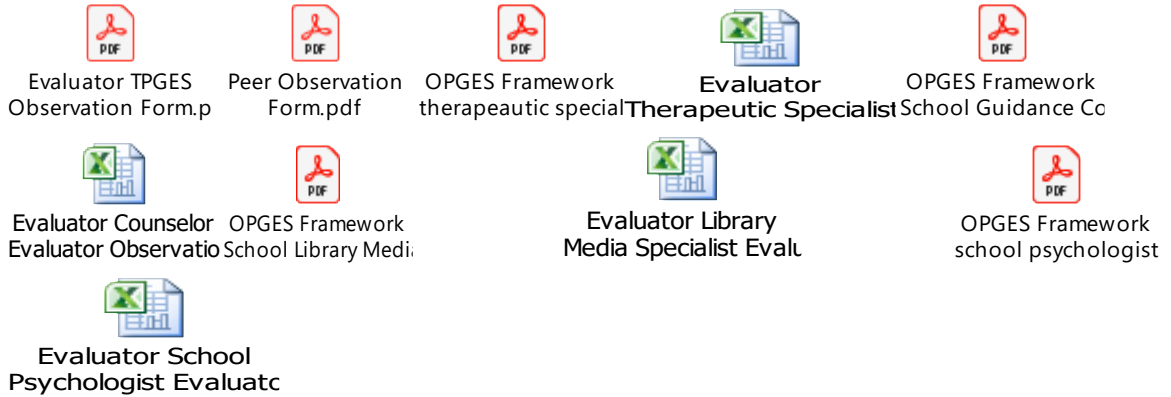
#### Required

The observation model must fulfill the following minimum criteria:

- Three (3) observations in the summative cycle. A minimum of 2 observations conducted by the supervisor and 1 peer observation.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in the state approved technology platform or district determined forms (included below).

#### **The Progressive Model (2 and 1 model)**

Observers will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation. All of these observations shall occur in the summative year. If a teacher or other professional disagrees with an observation rating, he/she can request another observation. Principals/supervisors may conduct walkthrough observations as necessary on all teachers and other professionals.



## Observation Conferencing

### Required

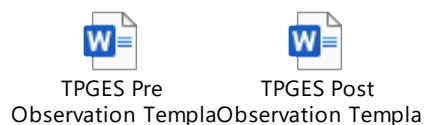
Observers will adhere to the following observation conferencing requirements

- Conduct observation post-conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable data.

### Conferencing Protocol

Teachers and observers, including peers will adhere to the following observation conferencing protocols:

- A pre and post conference will be conducted for both mini and formal observations.
- The observer/evaluator assumes the responsibility for planning and organizing the conferences in order for both parties to receive the maximum benefit from the discussion.
- The pre-conference shall occur 1-5 working days prior to the observation. The pre-conference should include but is not limited to a discussion identifying the student learning target, related curriculum, sequence of learning, description of students, instructional strategies, and assessment.
- The pre-conference can be conducted electronically or in person for the mini observations, but shall be in person for full observations for both peer and supervisor observations.
- The post conference should occur within 5 working days following the observation. During this conference the discussion should include clarification of any confusing behaviors, time for the observee/evaluatee to self-reflect, objective feedback on strengths and weaknesses in domains 2 and 3, and a discussion of individual professional growth plans/activities. All post conferences shall be conducted face- to- face.



## Observation Schedule

### Required

- Observations may begin after the evaluation training takes place within 30 calendar days of the first day of employment each school year.
- Timeline for when observations must be completed

### Timeline

**Non tenured teachers and other professionals, teachers and other professionals rated Ineffective, and teachers and other professionals rated Developing – 2 mini observations and 1 full observation every year.**

**Tenured teachers and other professionals – 2 mini observations and 1 full observation during the summative year of the three year cycle.**

1<sup>st</sup> Observation Window: Begins 30 days after start of school, mini by Principal

2<sup>nd</sup> Observation Window: Begins November 1, mini by Peer

3<sup>rd</sup> Observation Window: Begins December 15, full by Principal

All observations, including the summative conference, for non-tenured teachers shall be concluded by April 15. Tenured teachers observations shall be concluded by May 15 and administrators, including guidance counselors, shall be concluded by May 1 to allow for personnel decisions. Any teacher on a corrective action plan shall have observations and summative conference completed by April 15. Late hires will begin observations in the window in which they are hired. For example, if a teacher is hired December 16, then he/she would begin observations with the 3<sup>rd</sup> window. However, all non-tenured teachers and teachers in the summative year of their evaluation cycle must have a peer observation.

## **Observer Training**

### Initial Certified Evaluation Training

As required by KRS 156.557 and 704 KAR 3:370 , all new evaluators of certified personnel below the level of superintendent must complete the initial training and testing that is provided under the guidance of the Kentucky Department of Education. This training and assessment must be obtained before completing the summative process. Certified evaluators will also obtain six hours of EILA approved district developed update training annually prior to conducting observations. This evaluation training can include observation and conferencing techniques, feedback, instructional practices, growth planning, and our evaluation process. The district CEP coordinator will keep documentation of completion of training requirements.

### **Timeline:**

Upon employment, a principal will have until the first day of school or 60 days (for late hires) to complete the initial certification process.

## **Peer Observation**

The teacher who is being summatively evaluated will observe another teacher, collect information, share evidence, and reflect on their findings to develop an action plan which they will share with their principal, who will then provide support if needed. Principal will look for implementation of next steps when doing observations.

### **Required**

- All teachers and other professionals will participate in a peer observation in their summative year.
- All peer observation documentation will be accessed only by the teacher who is in the summative evaluation process and the principal (if the teacher so chooses).

## **Assignment for Peers**

The principal and teacher being summatively evaluated will select the appropriate teacher within the school to observe. If an appropriate teacher cannot be identified within the school, the teacher (with permission of their principal, as well as other principals involved) may select a teacher from other schools in the district. The peer observation will be documented using the the attached document.





Peer Observation  
Form.pdf

## Student Surveys

The Student Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

### Required

- Teachers working in grades 3-12 will participate in the state department managed Student Survey in Infinite Campus annually with a minimum of one identified group of students.
- Teachers working exclusively with AE, FMD/Autism Units, ISS, etc. will **NOT** have students completing surveys on them.
- Student selection for participation must be consistent across the district.
- Results will be used as a source of evidence for Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement. (Included in Appendix A)
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
- The survey will be administered in the school. (Questions included in Appendix A)
- Survey data will only be considered when 10 or more students are respondents.
- Students must be enrolled in a teacher's class for a minimum of 15 days prior to the survey.

### Point of Contact

The district's CEP Coordinator and the Technology Coordinator will serve as the point of contacts for administration of the student voice survey.

### Participation

The school principal will determine the student groups that participate for each teacher in the survey. All students will have equal access to the survey. Students with IEPs will be provided with appropriate accommodations. Teachers with less than 10 students in one class period can survey more than one class to meet required number of respondents. Teachers with less than 10 students all day and in alternate settings may not participate or may use an alternate survey agreed upon by the supervisor.

### Timeline

All principals will create a schedule for completing the student voice survey within the state determined survey window. All teachers and other professionals will complete the survey as early in the survey window as is possible (no later than October). Any non-tenured teachers and teachers on a one year summative cycle hired after the first survey is completed will complete the survey after a minimum of 15

instructional days and can repeat it in the spring. Other professionals will complete student voice surveys in the same windows as teachers, however, their surveys will be either given electronically or on paper. At a teachers or administrators request, additional surveys can be conducted during the state survey window.

## **Determining the Overall Performance Category**

Supervisors are responsible for determining an Overall Performance Category for each teacher and other professional at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on the four performance measures. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the measures, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

### **Rating Performance Measures**

The Kentucky Framework for Teaching and Specialists Framework 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 will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

### **Required**

- Provide a summative rating for each measure based on evidence.
- All ratings must be recorded in the district approved forms or technology platform.

## Determining the Overall Performance Category

An educator's Overall Performance Category is determined by the following steps:

1. Determine the individual performance measures' ratings of Exemplary, Accomplished, Developing, or Ineffective through the use of sources of evidence and professional judgment.
2. Apply the following Decisions Rules for determining an educator's overall performance category. For the chart below 1: Planning, 2: Environment, 3: Instruction, and 4: Professionalism.

### Criteria for Determining a Teacher's/Other Professional's Performance Category

IF...	THEN...
Performance Measures 2 AND 3 are rated <b>INEFFECTIVE</b>	Rating shall be <b>INEFFECTIVE</b>
Performance Measures 2 OR 3 are rated <b>INEFFECTIVE</b>	Rating shall be <b>DEVELOPING OR INEFFECTIVE</b>
Performance Measures 1 OR 4 are rated <b>INEFFECTIVE</b>	Rating shall <b>NOT</b> be <b>EXEMPLARY</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>ACCOMPLISHED</b>	Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>ACCOMPLISHED</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Rating shall be <b>EXEMPLARY</b>

A copy of the evaluation shall be provided to the evaluatee and an opportunity for written response shall be included in the official personnel record. Summative ratings will be documented in the state approved technology platform and/or the form included.



Teacher and Others  
Overall Performance

### Professional Growth Plan and Summative Cycle

Based on the overall Performance Category, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below. (For steps involved in creating a Corrective Action Plan refer to page 36)

<p><b>Exemplary</b> <b>Accomplished</b> Three-Year Cycle, Self-directed Growth Plan</p>	<ul style="list-style-type: none"> <li>• Goal set by teacher with evaluator input</li> <li>• Plan activities are teacher directed and implemented with colleagues</li> <li>• Formative review annually</li> <li>• Summative occurs at the end of three years</li> </ul>
<p><b>Developing</b> One-Year Directed Growth Plan</p>	<ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Goals focused on performance measures</li> <li>• Plan activities designed by evaluator with teachers input</li> <li>• Summative review</li> </ul>
<p><b>Ineffective</b> One-Year Improvement Plan</p>	<ul style="list-style-type: none"> <li>• Goal determined by evaluator</li> <li>• Goals focused on low performance measure(s)</li> <li>• Plan activities designed by evaluator with educator input</li> <li>• Formative review at the midpoint</li> <li>• Summative at the end of plan</li> </ul>

## PRINCIPAL EVALUATION TIMETABLE QUICK REFERENCE

<b>Step 1</b>	The evaluation criteria and process used to evaluate certified school personnel 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. 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.	Within the first 30 calendar days of reporting for employment of each school year. (This includes late hires.)
<b>Step 2</b>	Primary Evaluators NOTIFY employees to be evaluated	Same as above
<b>Step 3</b>	Principals shall complete a Working Conditions Goal, and Professional Growth Goal. Principals shall participate in on-going self-reflection.	Within 6-8 weeks of instruction (Within 60 days with Students for late Hires.)
<b>Step 4</b>	Superintendent/Designee will conduct two site visits per year.	Fall and Spring
<b>Step 5</b>	Superintendent/Designee will conduct a mid-year Review with each principal.	Dec. 15- Jan. 30th
<b>Step 6</b>	Conduct Impact Kentucky Survey every other year.	April-May
<b>Step 7</b>	Superintendent/Designee conducts Summative Evaluations and Summative Conferences as appropriate	By May 1st

# Principal & Asst. Principal Evaluation System

Principals and Assistant Principals will be evaluated annually by the Superintendent or his/her designee. 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 with four performance measures: planning, environment, instruction, and professionalism. The role of evidence and professional judgment in the determination of ratings on the performance measures and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.

## Professional Standards for Educational Leaders and Performance Measures

The Professional Standards for Education Leaders (PSEL) are designed to support student achievement and professional best-practice through the standards of Mission, Vision, and Core Values; Ethics and Professional Norms; Equity and Cultural Responsiveness; Curriculum, Instruction, and Assessment; Community of Care and Support for Students; Professional Capacity of School Personnel; Professional Community for Teachers and Staff; Meaningful Engagement of Families and Community; Operations and Management; and School Improvement. (Refer to page 10 to see where each standard fits under the four performance measures). Included in the Professional Standards for Educational Leaders are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The PSEL Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 10 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of the four performance measures, 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, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.



## Performance Measures and Evidence

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

### Planning:

#### Required

- Site Visits
- Products of Practice

#### Optional

- Budgets
- School Schedules
- SBDM minutes
- Faculty Meeting agendas and minutes
- PLC meeting agendas and minutes
- Other Products of Practice

### Environment:

#### Required

- Working Conditions Goal (Based on Impact KY)
- Site Visits
- Products of Practice

#### Optional

- Budgets
- School Schedules
- SBDM minutes
- Faculty Meeting agendas and minutes
- PLC meeting agendas and minutes
- Other Products of Practice

### Instruction:

#### Required

- Site Visits
- Products of Practice

#### Optional

- Budgets
- School Schedules
- SBDM minutes
- Faculty Meeting agendas and minutes
- PLC meeting agendas and minutes
- Other Products of Practice

### Professionalism

#### Required

- Professional Growth Planning and Self-Reflection
- Site Visits
- Products of Practice

### **Optional**

- Budgets
- School schedules
- SBDM minutes
- Faculty Meeting agendas and minutes
- PLC meeting agendas and minutes
- Other Products of Practice

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

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

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

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

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

All principals and assistant principals will participate in self-reflection and professional growth planning each year.

### **Required:**

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.



**Timeline:**

All principals and assistant principals will collaborate to complete a, self-reflection, working conditions goal, and professional growth goal for submission to his/her supervisor by Oct. 30th. All Principals and assistants will engage in ongoing self- reflection. Assistant principals will inherit the principal's working conditions goal. All observations/site visits and summative conferencing shall be completed by May 1st. The Principal Reflective Practice document (included below) will be used to document the development, approval and monitoring of self-reflection and professional growth plan.



Prinicipal Reflective  
Practice.docx

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

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

**Required:**

Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.) Principals who are rated Ineffective will have additional site-visits as deemed necessary by the evaluator.

**Site Visit Protocol**

The superintendent/designee will conduct one site visit in the fall, and the second site visit in the spring. The superintendent/designee will conduct a pre and post conference with the principal for each site visit. Pre conferences can be held electronically 1 -5 days in advance of the visit, while post conferences shall be face-to-face within 5 working days of the visit. The purpose of site visits will be to collect

documentation relating to each of the Professional Standards for Educational Leaders. Site visits can be, but are not limited to, discussing/reviewing evidence of each standard, shadowing and data analysis. Evidences of site visits will be collected on the form below.



Site Visit Form.docx

12qwaz

### **Working Conditions Goal (Goal inherited by Assistant Principal)**

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent Impact Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

#### **Required:**

- Developed following the completion of the Impact Kentucky Survey.
- Minimum of one 2-year goal.

#### **WCG Protocol**

Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent Impact Kentucky Working Conditions Survey in collaboration with the Superintendent. The goal will be recorded on the district ***Reflective Practice, Impact KY Working Conditions Growth and Professional Growth Planning Template***. Principals, in collaboration with their superintendents, will review the results from the Impact Kentucky Survey.

1. Principals will identify an Impact Kentucky survey question that indicates a need for growth and will then identify additional Impact Kentucky survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Professional Standards for Educational Leaders.
3. Analyze additional sources of data to confirm the WCG area of Focus.
4. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
6. Ongoing reflection and modification of the strategies will be utilized as needed.
7. The principal and evaluator will develop a rubric for the goal considering baseline data.

#### **Overview of Assistant Principal Requirements:**

1. **Assistant Principals will be evaluated annually by the principal.**
2. **Assistant Principals will participate in ongoing self-reflection.**
3. **APs will complete a Professional Growth Plan each year.**
4. **APs will be rated on the Principal Performance Standards by the principal each year.**

5. **APs will participate in a Mid-year review by the principal each year.**
6. **APs will inherit the Working Conditions Goal (WCG) of the principal and work with the principal to achieve the goal.**

### **Products of Practice**

Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal 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 principal leadership and learning.



Principal Goal-Setting  
Process.docx



Principal Mid Year  
Review.docx

### **Determining the Overall Performance Category**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on the four performance measures.

#### **Required:**

- Use professional judgement and evidences to determine a rating for each performance measure: Exemplary, Accomplished, Developing, And Ineffective.
- Use decision rules to determine an overall performance category.
- Record ratings district approved forms or technology platform.

Superintendent/Designees will complete summative evaluations by May 1<sup>st</sup> for personnel decisions.

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each Performance Measure. Using the sources of evidence for the

principals/assistant principals, evaluators will use professional judgment to determine a rating for each performance measure. Next, the evaluator will use the following decision rules for determining the Overall Category. For the chart below 1: Planning, 2: Environment, 3: Instruction, and 4: Professionalism.

**Criteria for Determining a Principal/Asst. Principal’s Performance Category**

<b>IF...</b>	<b>THEN...</b>
<b>Performance Measures 2 AND 3 are rated INEFFECTIVE</b>	Rating shall be INEFFECTIVE
<b>Performance Measures 2 OR 3 are rated INEFFECTIVE</b>	Rating shall be DEVELOPING OR INEFFECTIVE
<b>Performance Measures 1 OR 4 are rated INEFFECTIVE</b>	Rating shall NOT be EXEMPLARY
<b>Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED</b>	Rating shall be ACCOMPLISHED
<b>Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY</b>	Rating shall be ACCOMPLISHED
<b>Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY</b>	Rating shall be EXEMPLARY

**Professional Growth Plan and Summative Cycle**

Based on the overall performance category rating, supervisors will determine the type of Professional Growth Plan required of the principal. All evaluations will be documented on a state approved technology platform and/or local district forms.



<p><b>Exemplary Accomplished</b> Three-Year Cycle, Self-directed Growth Plan</p>	<ul style="list-style-type: none"><li>• Goal set by Principal with evaluator input</li><li>• Plan activities are Principal directed and implemented with colleagues</li><li>• Formative review annually</li><li>• Summative occurs at the end of three years</li></ul>
<p><b>Developing</b> One-Year Directed Growth Plan</p>	<ul style="list-style-type: none"><li>• Goal(s) determined by evaluator</li><li>• Goals focused on performance measures</li><li>• Plan activities designed by evaluator with teachers input</li><li>• Summative review</li></ul>
<p><b>Ineffective</b> One-Year Improvement Plan</p>	<ul style="list-style-type: none"><li>• Goal determined by evaluator</li><li>• Goals focused on low performance measure(s)</li><li>• Plan activities designed by evaluator with educator input</li><li>• Formative review at the midpoint</li><li>• Summative at the end of plan</li></ul>

# Other District Certified Personnel

## Overview

District certified personnel, below the level of Superintendent, will be evaluated with the four performance measures: Planning, Environment, Instruction, and Professionalism. Performance criteria for each measure will be based on the Professional Standards for Educational Leaders (PSEL), using multiple sources of evidence. Multiple sources of evidence provide a more holistic and comprehensive analysis of practice. Evaluators will apply professional judgement when weighing evidence collected on employee performance. Professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual personnel performance. These factors may include district or school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities.

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 district certified professional. The role of evidence and professional judgment in the determination of ratings on the four performance measures and an overall performance category is paramount in this process. However, professional judgment must be grounded in the performance standards.



Professional  
Standards for Educa

The standards for district certified personnel vary in implementation by role, but all support student achievement and professional best-practice. Included in the set of standards are indicators that provide examples of observable, tangible behaviors that should provide evidence of each standard. The performance standards should provide structure for feedback, professional growth goals, and student impact goals. Performance will be rated for each performance measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The overall performance category will be a holistic representation of the performance measures combining data from multiple sources of evidence across each standard.

	<b>Performance Measures</b>	<b><u>Planning</u></b>	<b><u>Environment</u></b>	<b><u>Instruction</u></b>	<b><u>Professionalism</u></b>
<b>Performance Criteria</b>	<p><b><u>District Certified Personnel</u></b></p> <p>District determined performance criteria specific to evaluatee’s job category</p>	<p>KRS 156.557 Section 4</p> <p>704 KAR 3:370 Section 10</p> <p>Performance criteria applicable to the evaluate that characterizes professional effectiveness</p>	<p>KRS 156.557 Section 4</p> <p>704 KAR 3:370 Section 10</p> <p>Performance criteria applicable to the evaluate that characterizes professional effectiveness</p>	<p>KRS 156.557 Section 4</p> <p>704 KAR 3:370 Section 10</p> <p>Performance criteria applicable to the evaluate that characterizes professional effectiveness</p>	<p>KRS 156.557 Section 4</p> <p>704 KAR 3:370 Section 10</p> <p>Performance criteria applicable to the evaluate that characterizes professional effectiveness</p>

## Professional Growth Planning and Self-Reflection

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



### District Level Personnel Reflective

The summative evaluation for district certified professionals will be completed by June 30. A copy of the evaluation shall be given to the evaluatee and an opportunity for written response shall be included in the official personnel record. Summative ratings will be documented in the state approved technology platform and/or the form included.

<b>Professionals hired prior to the 60<sup>th</sup> instructional day of the school year</b>	<b>Professionals hired on or after the 60<sup>th</sup> instructional day of the school year</b>
<p><b>Within 30 Calendar Days of Reporting for Work</b> Superintendent reviews expectations of evaluation plan</p>	<p><b>Within 30 Calendar Days of Reporting for Work</b> Superintendent reviews expectations of evaluation plan</p>
<p><b>October 31</b> District personnel collaboratively develop Professional Growth Goal/Plan with evaluator</p>	<p><b>Within 30 Instructional Days of Reporting for Work</b> District personnel collaboratively develop Professional Growth Goal/Plan with evaluator</p>
<p><b>Within the First Two Grading Periods</b> Evaluator conducts a Workplace Visit</p>	<p><b>Within 60 Instructional Days of Reporting for Work</b> Evaluator conducts a Workplace Visit</p>
<p><b>Mid-Year</b> Evaluator conferences with district certified professional to review/reflect upon all goals and modify any strategies as needed</p>	<p><b>After the Workplace Visit</b> Evaluator conferences with district certified professional to review/reflect upon all goals and modify any strategies as needed</p>



<b>Within the Last Two Grading Periods</b>	
Evaluator conducts a Workplace Visit	
<b>By June 30</b>	<b>By June 30</b>
Evaluator conferences with district professional to review the Professional Growth Goal as well as modify any strategies. Professional Practice Rating and Overall Performance Rating developed.	Evaluator conferences with district professional to review the Professional Growth Goal as well as modify any strategies. Professional Practice Rating and Overall Performance Rating developed.

**DISTRICT CERTIFIED PERSONNEL PGP TIMELINE**

*\*Additional Conferences may be held as deemed necessary to monitor PGP process.*

**Workplace Visits**

Workplace visits are a method by which the evaluator may gain insight into the district professional’s practice in relation to the standards. During a workplace visit, the evaluator will discuss various aspects of the job with the employee, and will use the employee’s responses to determine issues to further explore. Additionally, the district professional may explain the successes and trials he or she has experienced in relation to working with schools and staff.



Workplace Visit  
Form District Level.d

Workplace visits will be conducted twice annually after the completion of the PGP. The first will take place prior to the end of the 2<sup>nd</sup> grading period. The second will occur during the 3<sup>rd</sup> or 4<sup>th</sup> grading periods (assuming four (4) grading periods per year). For district professionals hired on or after the 60<sup>th</sup> instructional day, a minimum of one (1) workplace visit must occur (see chart above),

During the follow-up conference with the district professional, the evaluator will review all performance standards and give feedback about each standard. Optional: The district professional may ask the evaluator to give specific feedback about a particular standard.

## **Conferencing**

A minimum of three (3) conferences will take place between the evaluator and the district professional throughout the year using the following guidelines:

1. Beginning-of-Year Conference
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss reflections of the performance standards
  - Discuss and come to agreement on the Professional Growth Goal and Action Plan
  - Questions/Concerns/Comments
  - Set tentative date for Mid-Year Review
2. Mid-Year Conference
  - Purpose of Meeting
  - Discuss first Workplace Visit and provide feedback
  - Discuss documentation of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for End of Year Review
3. End-of-Year Review (Conference)
  - Purpose of Meeting
  - Discuss second Workplace Visit and provide feedback
  - Share progress toward Professional Growth Goal
  - Discuss progress of each standard-determine if any other documentation is needed
  - Determine Overall rating
  - Questions/Concerns/Comments

## **Determining the Overall Performance Category**

A district certified employee's overall performance category is determined by the evaluator based on the employee's ratings on each of the performance measures. Once the evaluator has determined the ratings on each of the performance measures, the overall performance category can be determined using the decision rules set out in the table below. All evaluations will be documented on a state approved technology platform and/or local district forms. For the chart below: 1: Planning, 2: Environment, 3: Instruction, and 4: Professionalism.



### Criteria for Determining District Certified Personnel’s Overall Category

IF...	THEN...
<b>Two Performance Measures are rated INEFFECTIVE, and two Performance Measures are rated Developing</b>	Rating shall INEFFECTIVE OR DEVELOPING
<b>Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED</b>	Rating shall be DEVELOPING OR ACCOMPLISHED
<b>Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY</b>	Rating shall be ACCOMPLISHED
<b>Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY</b>	Rating shall be ACCOMPLISHED OR EXEMPLARY

#### Professional Growth Plan

Based on the Overall Performance Category, supervisors will determine the type of Professional Growth Plan required for the district certified employee. If the employee receives a rating of Ineffective in any Performance Measure, a Corrective Action Plan must be developed targeting the area of growth.

Overall Performance Category	Growth Plan Developed By
Exemplary	District Certified Employee
Accomplished	Evaluator and District Certified Employee
Ineffective or Developing	Evaluator

## ***Corrective Action Plan for Teachers, Other Professionals, Principals, Other District Level Certified Employees***

If the primary evaluator identifies an immediate need for improved job performance, the certified teacher can be put on a **Corrective Action Plan**. All above observations are the minimum and the primary evaluator may observe performance as often as he/she deems necessary. This Plan is to be completed by the evaluator with discussion and assistance from the evaluatee as it relates to Framework. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.



Blank Corrective  
Action Plan.doc

An **Assistive Growth Plan** can be implemented at any point, but in most cases will occur after the employee continues to demonstrate unsatisfactory performance under a Corrective Action Plan. This Plan provides the employee with additional assistance and supervision to help them make the necessary changes in their performance to meet District Standards. The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the District Standard. After an employee is on an Assistive Growth Plan, that employee is allowed time to improve performance, and demonstrate that the standard has been attained. From time to time an employee may be unable to improve or choose not to improve his/her performance. After observations and the implementation of an Assistive Growth Plan that has made little or no difference in the employee's performance of district standards, the evaluator must make the decision to not recommend the employee for re-employment.

When developing an Assistive Growth Plan, the evaluator(s) will conference with the employee and indicate the desire to bring in an assistance team. In collaboration with the said employee, a team is mutually selected. The evaluator, employee, and team members will meet to discuss the assistance process. Each meeting of the team is documented in summary format with recommendations. If the employee, in the judgement of the evaluator, makes progress with the team's assistance then the Summative Evaluation is completed and the Summative Conference Occurs. The employee is then back on a 12 month Improvement plan or one year directed growth plan. When there is no improvement in the performance toward meeting the standard, even with the help of an assistance team, then the evaluator must take the necessary steps toward the termination of said employee. The purpose of the

assistance team is to provide the employee every possibility to attain the standards of performance of the district. Any employee (teacher, support staff, counselor, or administrator) should understand that the request for the assistance team is the District's last attempt to salvage the career of the employee and that if the standards are not attained the employee is subject to termination.



## ***Appeals for Certified Teachers, Other Professionals, Principals, and Other Certified District Personnel***

### **Required**

- According to current regulation, districts shall have an appeals process established.

### **THE APPEALS PANEL**

All members of the Appeals Panel shall be current employees of the District. Two (2) members of the panel are elected from and by the certified staff of the District. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One (1) member of the panel is appointed by the Letcher County Board of Education who is a certified employee of the Board.

Reference: KRS 156.557 & 704 KAR: 345.

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be the members of the Appeals Panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members. Funding for panel expenses will be provided from the general fund.

The Letcher County Board of Education shall also appoint an alternate. The panel shall elect its chairperson for each appeal. In cases of personal conflicts of interest, the alternates shall serve.

The length of term for an appeals panel member shall be three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination**
- Secret Ballot**
- One Person/One Vote**
- All Certified Employees Given the Opportunity to Vote**

Panel members may seek training through the District Contact Person.

## **APPEALS PANEL HEARING PROCEDURES**

The purpose of the Appeals Panel Hearing is to review the Summative Evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within ten (10) working days of the Summative Evaluation Conference, file an appeal with the District Appeals Panel utilizing the request form provided in the plan. The evaluatee and the evaluator will be given copies of all documentation to review “reasonably in advance” prior to the Appeals panel hearing.

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. The evaluatee may have any chosen representative at the Appeals Panel hearing.

### **APPEALS**

Pursuant to Board Policy 03.18 any certified employee who believes that he/she 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 the evaluator shall submit four (4) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The members of the Appeals Panel will be the only persons to review the documentation.
2. The Panel will meet, elect a Chairperson, 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. Panel members only will be permitted to ask questions of the evaluatee, evaluator, and witnesses.
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. The hearing shall be held within fifteen (15) days of the filing of the appeal.
4. Legal counsel may be present during the hearing to advise their clients.
5. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
6. Only Panel members, evaluatee, evaluator, and legal counsel will be present at the hearing.
7. Witnesses may be presented, but will be called one (1) at a time and will not be permitted to observe the proceedings.

### **HEARINGS**

The following procedures will be implemented during the hearing:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibility.
2. The Panel may question the evaluatee and evaluator.
3. The Chairperson may disallow materials and/or information to be presented or used in the hearing when he/she determines that such materials and/or information is not relevant to the appeal.
4. The Chairperson of the Panel will make closing remarks.
5. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - (a) Uphold the original evaluation.
  - (b) Reject the original evaluation.
  - (c) In either incidence, the Panel may determine that the evidence to support particular indicators is lacking; however, the Panel must consider whether the actual evidence supports the overall evaluation.
6. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within five (5) days of the hearing. In the event that the evaluator is the Superintendent, the Panel's recommendation shall go directly to the Board of Education.
7. The Superintendent shall act on the recommendation(s) of the Panel. If the Superintendent was the evaluator and the recommendation of the Appeals Panel was presented to the Board, the Board shall report the Panel's decision to the evaluatee.
8. The Panel's recommendation and the original Summative Evaluation form shall be placed in the employee's personnel file. In case of a new evaluation, both evaluations shall be included in the employee's personnel file.
9. The Panel's decision may be appealed to the Kentucky Board of Education.

Section 9 (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

- (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief of state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.
- (c) A brief, written statement and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
- (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- (e) A determination of noncompliance shall render the evaluation void; an employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268' eff 3-12-85' 12 Ky.R 1638; 1837; eff. 6-10-86; 15 Ky.R 1561; 1849; eff. 3-23-89; 17 Ky.R 116; eff. 9-13-90; 19 Ky.R 515; 947; 1081; eff. 11-9-92; 20 Ky.R 845; eff. 12-6-93; 23 Ky.R 2277; 2732; eff. 1-9-97; 27 Ky.R 1874; 2778;eff. 4-9-2001.)



**APPEALS PANEL HEARING REQUEST FORM**

I, \_\_\_\_\_, have been evaluated by  
\_\_\_\_\_ during the current evaluative cycle.

I respectfully request the **LETCHER COUNTY PUBLIC SCHOOL DISTRICT  
EVALUATION APPEALS PANEL** to hear my appeal. This appeal challenges the  
Summative findings on:

- \_\_\_\_\_ Substance
- \_\_\_\_\_ Procedure
- \_\_\_\_\_ Both Substance and Procedure

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

Date of Summative Conference: \_\_\_\_\_

Date Received by the Superintendent: \_\_\_\_\_

This form shall be presented to the Superintendent within ten (10) working days of completion of the Summative Conference.

# Appendix A

**16 KAR 1:020**  
**PROFESSIONAL CODE OF ETHICS FOR KENTUCKY**  
**SCHOOL CERTIFIED PERSONNEL**

**Section 1. Certified personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

**To Students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students, which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**To Parents**

1. Shall make reasonable effort to communicate information to parents, which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**To the Education Profession**

1. Shall exemplify behaviors, which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

**Section 2.** Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 16 KAR :030. (21 Ky.R. 2344; eff. 5-4-95.)

## Student Voice Survey Questions for Grades 3-5

### **Support:**

1. My teacher pushes us to think hard about things we read.
2. My teacher pushes everybody to work hard.
3. In this class we have to think hard about the writing we do.

### **Transparency:**

4. In this class we learn to correct our mistakes.
5. This class is neat-everything has a place and things are easy to find.
6. My teacher explains things in very orderly ways.
7. My teacher knows when the class understands, and when we do not.

### **Understand:**

8. My teacher takes the time to summarize what we learn each day.
9. When my teacher marks my work, he/she writes on my papers to help me understand.

### **Discipline:**

10. My classmates behave the way my teacher wants them to.
11. Our class stays busy and does not waste time.
12. Students behave so badly in this class that it slows down our learning.

### **Engage:**

13. School work is interesting.
14. We have interesting homework.
15. Homework helps me learn.

### **Nurture:**

16. My teacher in this class makes me feel that he/she really cares about me.
17. If I am sad or angry, my teacher helps me feel better.
18. My teacher seems to know if something is bothering me.
19. My teacher gives us time to explain our ideas.

### **Trust:**

20. My teacher wants us to share our thoughts.
21. Students speak up and share their ideas about class work.
22. My teacher wants me to explain my answers-why I think what I think.

On the elementary survey, the 5 choices are labeled: “no, never” “mostly not” “maybe/sometimes” “mostly yes” “yes, always”

*This survey was modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>*

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## Student Voice Survey Questions for Grades 6-12

### **Support:**

1. In this class, we learn a lot almost every day.
2. In this class, we learn to correct our mistakes.
3. My teacher doesn't let people give up when the work gets hard.
4. In this class, my teacher accepts nothing less than our full effort.

### **Transparency:**

5. My teacher explains difficult things clearly.
6. My teacher has several good ways to explain each topic that we cover in this class.
7. If you don't understand something, my teacher explains it another way.
8. My teacher knows when the class understands, and when we do not

### **Understand:**

9. My teacher checks to make sure we understand what s/he is teaching us.
10. The comments that I get on my work in this class help me understand how to improve.
11. We get helpful comments to let us know what we did wrong on assignments.

### **Discipline:**

12. Students in this class treat the teacher with respect.
13. My classmates behave the way my teacher wants them to.
14. Our class stays busy and does not waste time.
15. Student behavior in this class is under control.

### **Engage:**

16. I like the ways we learn in this class.
17. My teacher makes lessons interesting.
18. My teacher makes learning enjoyable.

### **Nurture:**

19. My teacher in this class makes me feel that s/he really cares about me.
20. My teacher really tries to understand how students feel about things.
21. My teacher seems to know if something is bothering me.

### **Trust:**

22. My teacher respects my ideas and suggestions.
23. My teacher wants us to share our thoughts.
24. Students speak up and share their ideas about class work.
25. My teacher gives us time to explain our ideas.

On the 6-12 survey, the 5 choices are labeled “totally untrue” “mostly untrue” “somewhat” “mostly true” “totally true”

*This survey was modified from the Tripod Survey, developed by Cambridge Education, used in the MET project. The complete survey can be found at <http://metproject.org/resources.php>*