

Meade County Schools

Certified Evaluation Plan

Revised May 2018



Meade County Public Schools

1155 Old Ekron Road

Brandenburg, KY 40108

270-422-7500

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Introduction

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performance and products to:

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

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

The principal or designee is primarily responsible for evaluating teachers. 1 Year Summative Cycle Teachers will be evaluated yearly and 3 Year Summative Cycle teachers will be evaluated at least every three years following the requirements of the TPGES system.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the PPGES system.

The Superintendent will be evaluated annually by the local school board.

The Certified Evaluation Plan will be reviewed with certified personnel within 30 days of employment. The complete Certified Evaluation Plan Document is on file in each school and the district office and is available upon request to all employees or interested parties.

The Meade County Schools do not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in the employment or the provisions of services.

Certified School Evaluation Plan

Meade County Schools

1155 Old Ekron Road

Brandenburg, KY 40108

Superintendent: Dr. John Millay

Evaluation Contact Person: Bill Adams

Based on [KRS 156.557](#) and [704 KAR 3:345](#) (Section 4), *all evaluations of certified school personnel below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators.* While there is not explicit language in the regulation about how to select those teachers and administrators, **the 50/50 evaluation committee should consist of teachers and administrators who will be able to develop evaluation procedures and forms for certified positions designed to foster professional growth and to support individual personnel decisions.**

50/50 District Evaluation Plan Committee

- Matt Pollock, BPS – Primary Teacher
- Megan Gerkins, Ekron – Intermediate Teacher
- Georgia Taylor, FES – Administrator
- Tara Keen, FPS – Special Education Teacher
- Tabitha Seacat, SPMS – Middle School Teacher
- Marie Barr, PES – Administrator
- Bob Schrader, MCHS – Administrator
- Kellianne Wilson, MCBOE – Administrator
- Bill Adams, MCBOE – Administrator
- Amy English, DTW – Guidance Counselor
- Sheila Hardcastle, BPS – District Psychologist
- Michelle Thomas, MCHS – Special Education Teacher

District Appeals Committee

Our district certified evaluation plan and policy requires the establishment of a summative evaluation appeals panel to hear appeals of certified evaluations. 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. All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30.

Professional Growth and Effectiveness System

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

- (1) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
- (2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
- (3) "Certified evaluation plan" means the procedures and forms for evaluation of certified personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation
- (4) "Certified school personnel" means a certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
- (5) "Conference" means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
- (6) "Evaluatee" means the certified school personnel who is being evaluated.
- (7) "Evaluation committee" means a group, consisting of an equal numbers of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district as described in KRS 156.557(5)(c)(1).
- (8) "Evaluator" means the primary evaluator as described in KRS 156.557(5)(c)(2).
- (9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
- (10) "Formative evaluation" is defined by KRS 156.557(1)(a).
- (11) "Job category" means a group or class of certified school personnel positions with closely related functions.
- (12) "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified personnel evaluation system.
- (13) "Observation" means a data collection process conducted by a certified evaluator , 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.
- (14) "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals pursuant to Title 16 KAR.
- (15) "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
- (16) "Performance measure" means one of four measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- (17) "Performance rating" means the rating for each performance measure for a teacher, other professional, principal or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation Ratings include exemplary, accomplished, developing, and ineffective.
- (18) "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
- (19) "Principal" means a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(20) "Sources of evidence" means the district-determined evidences aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 7 of this administrative regulation.

(21) "Summative evaluation" is defined by KRS 156.557(1)(b).

(22) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

(23) "Teacher" means 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 Title 16 KAR

TEACHER AND OTHER PROFESSIONALS GROWTH AND EFFECTIVENESS SYSTEM

1. Performance Measures and Performance Criteria

All certified personnel below the level of superintendent shall be evaluated using the following four performance measures:

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

Performance criteria means the areas, skills or outcomes on which certified personnel below the level of superintendent are evaluated. The performance criteria characterize professional effectiveness and must be provided to evaluatees and be based upon KRS 156.557. The criteria for each performance measure are derived from:

- **The KY Framework for Teaching (KTIP, non-tenured, tenured, special educator)**
- **The KY Framework for Teaching Specialist Frameworks:**
 - Guidance Counselor
 - Instructional Specialist
 - Library Media Specialist
 - Speech Language Pathologist
 - School Psychologist (DPGES)
- **The KY Principal Performance Standards (principal and assistant principal)**
- **District Certified Personnel** will use the performance criteria that characterizes professional effectiveness specific to the evaluatee's job category.

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.

Required/Other Sources of Evidence

Required Sources of Evidence: Evaluators must use the following in determining overall ratings:

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

Certified Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the performance measures (Planning, Environment, Instruction, Professionalism).

Other sources of evidence that can be used to support educator practice include

- team-developed curriculum units
- lesson plans
- communication logs
- student data records
- student work
- minutes from PLCs
- records of student and/or teacher
- attendance
- engagement in professional organizations
- Student Voice Survey
- Informal class visits
- Other Sources

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

- All Summative Ratings will be recorded in the department-approved technology platform or a district approved alternative, as determined by the district.
- Summative Ratings will be documented in writing and included in the evaluatee's official personnel record.

2. Self-Reflection and Professional Growth Planning

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.

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 self-reflection and professional growth planning each year.

- Certified Staff shall complete the Self-Reflection Component and develop and submit a PGP to their building level administrator for approval NO LATER THAN September 30th or within 30 days of being hired if their hire date is after September 1st.
- A mid-year review of professional growth goals will be conducted NO LATER than January 31st
- An end of year summative conference to review the goals will be conducted NO LATER than April 30th.
- Reflection/Impact of the PGP on professional practice shall be conducted in both the mid-year and annual review.
- All Teachers and Other Professionals will document self-reflection and professional growth planning in the department-approved technology platform or a district approved alternative, as determined by the district.
- The PGP shall include a component that aligns with school/district improvement plans.

3. Observation/Student Growth Goals

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

- A minimum of three observations will occur in the summative cycle.
- The final observation is a full observation.
- All observations must be documented in a district approved format.

Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Timeline for conducting and completing observations for Certified Professionals:

One Year Summative Cycle/Non-Tenured	Two Mini Observations and One Full Observation Note: Minimum of one per semester
Year 1 Three Year Summative Cycle Teachers	Mini Observation
Year 2 Three Year Summative Cycle Teachers	Mini Observation
Year 3 - Summative Year Three Year Summative Cycle Teachers	Full Observation

- Observations are to be completed **NO LATER THAN April 30th**.
- Observation windows, timelines, and other requirements may be adjusted by the primary evaluator in special circumstances where the evaluatee has been absent due to extenuating circumstances or late hire. The superintendent or other designee should approve the change and the primary evaluator will notify the teacher within 5 working days of returning to work.
- **SUMMATIVE EVALUATION:** Evaluator completes evaluation summary **NO LATER THAN April 30th**.
- **SUPERINTENDENT RECOMMENDATION:** Evaluator recommends re-employment/termination to superintendent **NO LATER THAN May 10th**.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements:

- A pre-conference will be conducted for each full observation, but is not required for mini observations. The pre-conferences may be done through written electronic correspondence or in person within one (1) to five (5) working days prior to the observation.
- Conduct observation post-conference within five (5) working days following each observation. A post conference will be conducted for both mini observations and full observations and shall be done in person.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Observer Certification

The district shall include evaluator certification and observation training in the district's certified evaluation plan submitted to the department for approval. The district shall ensure an evaluator meets the requirements in the district's evaluation plan and procedures prior to conducting a formative or summative evaluation.

Evaluator training shall include the following training requirements]:

- Initial certified evaluation training provided by the Kentucky Department of Education or a provider approved by the department;
- Training on KRS 156.557 and the requirements of this administrative regulation;

- Training in identifying effective teaching and management practices, in effective observation and conferencing techniques, in development of student growth goals, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques;
- Training provided by the department for all certified administrator evaluators who have never evaluated certified school personnel. Other certified administrators who have not received training in the skill areas listed above may also be trained by the department; and
- A minimum of six (6) hours annually of personnel evaluation system training for all other evaluators.

Student Growth Goals

Certified staff members will work with their building principals to develop Student Growth Goals that are reasonable and appropriate for each staff member. These goals will be monitored throughout the year. The following chart will be used to determine a SGG rating of High, Expected, or Low growth. The SGG rating will be a source of data that will inform the administrator’s professional judgment.

- Student Growth will be rated as low, expected, and high based on the following table. Evaluators will use the student growth ratings as an additional required source of evidence to guide their professional judgment.

	Growth	Proficiency	P R O F I C I E N C Y				
High Growth	90 - 100%	Exceeds beyond 10%		H	E	H	H
Expected Growth	83 – 89%	+/-- 10%		E	E	E	E
Low Growth	Below 83%	Lower than 10%		L	L	L	E
					L	E	H
			GROWTH				

4. Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each Certified Professional at the conclusion of the summative evaluation year. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator’s performance.

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

The evaluator shall use sources of evidence in combination with professional judgment to inform the educator’s rating on each of the four performance measures.

- Supervisors will provide teachers with a performance level rating for each measure based on evidence and professional judgment.

I=Ineffective, D=Developing, A=Accomplished, E=Exemplary

Determining the Performance Category

The overall performance category shall be a district determined rating by combining the four performance measures.

- Determine the individual performance measure ratings through the use of sources of evidence and professional judgment.
- Evaluators shall use the following decision making rules in determining the overall performance category:

Evaluator will determine the SUMMATIVE rating based on the performance measure rating and the decision making rules.		Circle
BOTH Environment and Instruction are INEFFECTIVE	Ineffective	I
Environment OR Instruction are INEFFECTIVE	Ineffective or Developing	I D
ANY measures are rated INEFFECTIVE	NOT Be Exemplary	I D A
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Developing or Accomplished	D A
Two measures are rated ACCOMPLISHED, and two measures are rated EXEMPLARY	Accomplished or Exemplary	A E

- All summative ratings must be recorded in the department-approved technology platform or district approved form.

5. Professional Growth Plan and Summative Cycle

Based on the overall performance rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

Exemplary or Accomplished	<p>Three-Year Cycle Self-Directed Growth Plan</p> <ul style="list-style-type: none"> ● Goals set by teacher with evaluator input ● Plan activities are teacher directed and implemented with colleagues ● Formative review annually ● Summative occurs at the end of year 3
Developing	<p>Three-Year Cycle Administrator-Directed Growth Plan</p> <ul style="list-style-type: none"> ● Goals set by teacher with evaluator input ● Formative review annually ● Summative occurs at end of year 3
Ineffective	<p>One-Year Cycle Administrator-Directed Growth Plan</p> <ul style="list-style-type: none"> ● Goals determined by evaluator with teacher input ● goals focus on professional practice and student growth ● Plan activities designed by evaluator with teacher input ● Summative review annually
Nontenured	One-Year Cycle Directed Growth Plan

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

1. Performance Measures and Performance Criteria

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.

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.

Required/Other Sources of Evidence

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- State and Local Student Growth Goal data
- Working Conditions Goal

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the performance measures. Other sources of evidence might include:

- | | |
|---|--|
| <input type="checkbox"/> SBDM Minutes | <input type="checkbox"/> EILA/Professional Learning Experience Documentation |
| <input type="checkbox"/> Faculty Meeting Agendas and Minutes | <input type="checkbox"/> Professional Organization Memberships |
| <input type="checkbox"/> Department/Grade Level Agendas and Minutes | <input type="checkbox"/> Parent/Community Engagement Surveys |
| <input type="checkbox"/> PLC Agendas and Minutes | <input type="checkbox"/> Parent/Community Engagement Events Documentation |
| <input type="checkbox"/> Leadership Team Agendas and Minutes | <input type="checkbox"/> School Schedules |
| <input type="checkbox"/> Walk-through Documentation | <input type="checkbox"/> Other Sources |
| <input type="checkbox"/> Budgets | <input type="checkbox"/> Other Measures of Student Learning |
| <input type="checkbox"/> Surveys | |

All required sources of evidences and appropriate optional evidences that support an educators professional practice, will be completed and documented to inform the Overall Performance Category.

- All Summative Ratings will be recorded in the department-approved technology platform or a district approved alternative, as determined by the district.
- Summative Ratings will be documented in writing and included in the evaluatee’s official personnel record.

2. Self-Reflection and Professional Growth Planning

Completed by principals & assistant principals

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

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

- Principals/Assistant Principals shall complete Self-Reflection Component and submit a Professional Growth Plan to their immediate supervisor (Superintendent/Principal) for approval **NO LATER THAN September 30th** (or 30 days after school data is available if not available before September 1st) or within 30 days of being hired if their hire date is after September 1st.
- All principals and assistant principals will document self-reflection and professional growth planning in the department-approved technology platform or a district approved alternative, as determined by the district.
- **Achievement Goal:** Each principal will develop a Professional Growth Goal related to achievement. Assistant principals shall adopt the same goal.
- **Working Conditions Goal:** Each principal will develop a Professional Growth Goal related to building Working Conditions. Assistant principals shall adopt the same goal.
- **Professional Goal:** Each principal and assistant principal will develop a Professional Growth Goal related to their own personal professional growth based on Self Reflection and/or input from supervisors.
- Principals and Assistant Principals will develop a rubric to measure growth. Growth will be measured as High, Expected, or Low. Principals and Assistant Principals will work with their supervisors to approve this rubric.
- The results of these goals will inform the professional judgment of the evaluator.

3. Observation/Site Visits

Completed by supervisor of principal – *formal site visits are not required for assistant principals*

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

- A minimum of two site-visits will be conducted annually after the completion of the PGP; one in each semester. (Formal site-visits are not required for assistant principals.) During the follow-up conference with

the principal/assistant principal, all Principal Performance Standards and feedback will be provided for each standard. Principals will conference with assistant principals a minimum of two times throughout the school year.

- Site-visit timelines and other requirements may be adjusted by the Superintendent/primary evaluator in special circumstances where the evaluatee has been absent due to extenuating circumstances or late hire. The superintendent or other designee should approve the change and the primary evaluator will notify the principal/assistant principal within 5 working days of returning/reporting to work.
- Conferencing will take place between the Superintendent/superintendent designee and principal at three times throughout the year:

Beginning of the Year

At the beginning of the year the Superintendent/superintendent designee will meet with the principal to collaborate on the student growth plan and the professional growth plan. At this time goals will be agreed upon and actions, supports and resources needed, will be discussed. Principals prepare for this meeting by reviewing their data (surveys, student achievement data, prior feedback, nonacademic data, etc) and completing the reflective portion of the Student Growth/ Professional Growth Template. Draft goals should be created for superintendent collaboration and feedback. Superintendents/superintendent designee prepare by reviewing past evaluations and the school's comprehensive plan and report card, and district initiatives and their impact on the principal and his/her school.

Mid-Year Review

Superintendent/superintendent designee and principal will meet again mid-year to review progress on both the Student Growth plan and the Professional Growth plan. The goal is to provide systematic feedback. Using the multiple data sources discussed previously, the superintendent will complete the *Principal Mid-Year Performance Review* to indicate if a principal has shown evidence of each of the performance standards. This form does not include an actual rating of performance. The superintendent should share the results of her or his assessment with the principal by January 30. Plans for the next observation/site visit should be scheduled.

End-of-Year Review

The principal will complete the *Documentation Form* to submit to the superintendent/superintendent designee prior to the End-of-Year review. Additionally, the principal should provide documentation supporting progress made toward both the student growth goal and professional growth goal. As decisions are made about the summative rating, information about summative decisions will be forwarded to all districts.

- During the conferencing process, documentation for the performance standards will be reviewed. Identification of artifacts that support the individual principal growth plan and performance standards should be done as a collaborative effort between the superintendent/superintendent designee and principal; principal and assistant principal.
- All evidence of site-visits will be documented in the department-approved technology platform or a district approved alternative, as determined by the district.

4. Determining the Overall Performance Category

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

- The Superintendent/Superintendent Designee shall adhere to the PPGES Timeline. Professional Practice ratings will be determined NO LATER THAN April 30th
- Ratings will be recorded in the department-approved technology platform or a district approved alternative, as determined by the district.

- The following designations will be used to rate principals/assistant principals:
- "Exemplary" shall be the rating for performance that consistently exceeds expectations for effective performance;
- "Accomplished" shall be the rating for performance that consistently meets expectations for effective performance;
- "Developing" shall be the rating for performance that consistently meets expectations for effective performance; and
- "Ineffective" shall be the rating for performance that consistently fails to meet expectations for effective performance.

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 principals/assistant principals, evaluators will use professional judgment to determine a rating for each measure.

The overall performance category shall be a district determined rating by combining the four performance measures. The evaluator shall use sources of evidence in combination with professional judgment in the decision process to identify the summative rating.

Rating Professional Practice

The Kentucky Principal Performance Standards stand 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.

The following designations will be used to rate principals/assistant principals:

- Exemplary:** Exceeds the standards
- Accomplished:** Meets the standards
- Developing:** Makes growth toward meeting the standards
- Ineffective:** Area(s) required to be addressed in the Professional Growth Plan

Determining the Performance Category

The overall performance category shall be a district determined rating by combining the four performance measures.

- Determine the individual performance measure ratings through the use of sources of evidence and professional judgment.
- Evaluators shall use the following decision making rules in determining the overall performance category:

Evaluator will determine the SUMMATIVE rating based on the performance measure rating and the decision making rules.		Circle
BOTH Environment and Instruction are INEFFECTIVE	Ineffective	I
Environment OR Instruction are INEFFECTIVE	Ineffective or Developing	I D
ANY measures are rated INEFFECTIVE	NOT Be Exemplary	I D A
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Developing or Accomplished	D A
Two measures are rated ACCOMPLISHED, and two measures are rated EXEMPLARY	Accomplished or Exemplary	A E

District Certified Professional Growth and Effectiveness System

1. Performance Measures and Performance Criteria

This section explains the evaluation process for other district certified personnel such as: District Psychologists, Director of Pupil Personnel, Personnel Director, Instructional Supervisor/District Assessment Coordinator, Directors of Special Education, Preschool/Gifted Coordinator, Coordinator of Student Support Services and Preschool Liaison. (This category should encompass anyone overseeing district wide programs and/or supervising personnel. This category should include certified personnel at the district level whose work impacts students indirectly that is not categorized within TPGES or PPGES.)

- **District Certified Personnel** will use the performance criteria that characterizes professional effectiveness specific to the evaluatee's job category. Typically, this will likely be the KY Principal Performance Standards. District School Psychologists will use the KY School Psychologist Framework. Other district staff may work with their evaluator to determine the most appropriate performance criteria.

Required/Other Sources of Evidence

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

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

District employees may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the district employee's practice within the performance measures. Other sources of evidence might include:

- | | |
|--|--|
| <input type="checkbox"/> PD Minutes | <input type="checkbox"/> EILA/Professional Learning Experience Documentation |
| <input type="checkbox"/> Team Level Agendas and Minutes | <input type="checkbox"/> Professional Organization Memberships |
| <input type="checkbox"/> Meeting Minutes | <input type="checkbox"/> Parent/Community Engagement Surveys |
| <input type="checkbox"/> Leadership Team Agendas and Minutes | <input type="checkbox"/> Parent/Community Engagement Events Documentation |
| <input type="checkbox"/> Walk-through Documentation | <input type="checkbox"/> School Schedules |
| <input type="checkbox"/> Budgets | <input type="checkbox"/> Other Sources |
| <input type="checkbox"/> Surveys | <input type="checkbox"/> Other Measures |

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

- All Summative Ratings will be recorded in the department-approved technology platform or a district approved alternative, as determined by the district.
- Summative Ratings will be documented in writing and included in the evaluatee's official personnel record.

2. Self-Reflection and Professional Growth Planning

The Professional Growth Plan should address realistic, focused and measurable professional goals. Professional growth needs are identified through self-assessment and reflection. As district staff collaborate to identify explicit goals, these goals should become the focus of professional growth activities. Reflective practices and professional growth planning are cyclical in design. The educator (1) reflects on his/her current growth needs based on the Self-Reflection tool and identifies an area or areas for focus; (2) collaborates with the 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 professional practice; (5) modifies the plan as appropriate; (6) and continues implementation and reflection. The district employee should meet with the superintendent or designee to develop and receive feedback on the PGP.

- All District Certified Personnel will participate in self-reflection and professional growth planning each year.

- District Certified Personnel shall complete the Self-Reflection Component and submit a Professional Growth Plan to their immediate supervisor for approval NO LATER THAN September 30th or within 30 days of being hired if their hire date is after September 1st.
- All district certified personnel will document self-reflection and professional growth planning in the department-approved technology platform or a district approved alternative, as determined by the district.
- Student Growth Goals and/or Working Conditions Goals are not a required source of evidence for District Certified Personnel.

3. Observation/Site Visits

The supervisor observation/visit will provide *documentation and feedback* to measure the effective practices of the district employee in order to provide *supportive and constructive feedback*. A compilation of artifacts that show evidence of learning and evidence of practice from the employee or observer may be used and/or included for feedback and discussion. The underlying rationale of the observation is to encourage continuous professional growth through critical reflection. Observation will look more like a site visit. The observer visits the District Certified Personnel when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings. Therefore, a district may conduct the observation using questions similar to those used in the Principal’s Site Visit.

The observation process is designed to create conversation between the employee and supervisor around the roles and responsibilities that relate to the employee’s field and how the professional meets them. Observations will use the Framework (i.e., Crosswalk for the Superintendent and Principal Standards) best aligned to the specific role, as determined by the employee and evaluator. Some general categories to consider are: instructional improvement, assessment and accountability, professional learning, and leadership.

The Observation Cycle

- A minimum of two site-visits will be conducted annually by the superintendent/superintendent designee/program supervisor after the completion of the PGP; generally, one in each semester but both may occur in the second semester.
- A post conference will occur within five work days of the observation.
- In April, all observations/site visits will be finalized. The performance rating will be determined using all the evidences completed throughout the year.

4. Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each district personnel at the conclusion of each year. The Overall Performance Category is informed by the employee’s ratings on professional practice within the four performance measures.

- The Superintendent/Superintendent Designee shall adhere to the DPGES Timeline. Professional Practice ratings will be determined NO LATER THAN April 30th
- Ratings will be recorded in the department-approved technology platform or a district approved alternative, as determined by the district.

A district employee’s Overall Performance Category is determined by the evaluator based on the ratings on each performance measure. Using the sources of evidence for district employees,, evaluators will use professional judgment to determine a rating for each standard.

The overall performance category shall be a district determined rating by combining the four performance measures. The evaluator shall use sources of evidence in combination with professional judgment in the decision process to identify the summative rating.

Performance Levels

The following designations will be used to indicate the progress of a district employee toward the selected standards and their indicators:

Exemplary: Exceeds the standard

Accomplished: Meets the standard

Developing: Makes growth toward meeting the standard

Ineffective: Area(s) required to be addressed in the Professional Growth Plan

Determining the Performance Category

The overall performance category shall be a district determined rating by combining the four performance measures.

- Determine the individual performance measure ratings through the use of sources of evidence and professional judgment.
- Evaluators shall use the following decision making rules in determining the overall performance category:

Evaluator will determine the SUMMATIVE rating based on the performance measure rating and the decision making rules.		Circle
BOTH Environment and Instruction are INEFFECTIVE	Ineffective	I
Environment OR Instruction are INEFFECTIVE	Ineffective or Developing	I D
ANY measures are rated INEFFECTIVE	NOT Be Exemplary	I D A
Two measures are rated DEVELOPING, and two measures are rated ACCOMPLISHED	Developing or Accomplished	D A
Two measures are rated ACCOMPLISHED, and two measures are rated EXEMPLARY	Accomplished or Exemplary	A E

Appeals -- According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (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 Process -- Procedural Guidelines of LEA Appeals Panel Hearing

Appeal Panel: The District shall establish a panel to hear appeals from summative evaluations as required by KRS 156.557. The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

1. Both the evaluatee and evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals committee, the evaluatee, and the evaluator shall be able to review all documentation reasonably in advance of a hearing. All documentation will be locked in a secure place in the central office except during appeals panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties at the hearing.
2. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.
3. The hearing will be held at a time and place set by the panel within ten (10) working days of request. The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal, and answer questions from the panel members during the hearing.
4. Legal Counsel or evaluatee's chosen representative may be present during the hearing.
5. For official records the hearing will be audiotaped and a copy provided to both parties if requested in writing.
6. Only panel members, the evaluatee and evaluator, and legal counsel or chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called in one at a time, and will not be allowed to observe the proceedings.
8. The following procedures will be followed during the hearing:
 - Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.
 - Each party will be allowed to make a statement of claim. The evaluatee will begin.
 - The panel may question the evaluatee and evaluator.
 - Each party will be asked to make closing remarks.
 - The chairperson of the panel will make closing remarks.
9. The panel will deliberate and issue its written findings within ten (10) working days of the hearing.
10. The decision of the panel may include, but not be limited to, upholding all parts of the evaluation, voiding the appeal, voiding the evaluation or parts of it, directing another evaluator to observe, directing the summative be removed from the personnel file and a copy of written findings from panel placed in file.
11. The written findings and decision will be presented to each: the evaluatee, the evaluator, and the superintendent for appropriate action.
12. All employees shall be made aware of their right to appeal procedural issues to Kentucky State Board of Education as per 704KAR3; 345; Section 9.

MEADE COUNTY SCHOOLS

EVALUATION APPEALS HEARING REQUEST FORM

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

I respectfully request the Meade County School District Evaluation Appeals Panel to
review my evaluation records and hear my appeal.

My appeal challenges the summative findings on:

- substance
- procedure
- both substance and procedure

The date of the summative conference was _____

The date the evaluator was notified of intent to appeal was _____

Signature _____ Date _____

Forms

The following is a collection of forms that have been approved for use in the Meade County Schools for evaluation purposes. They are not part of the MC Board of Education Certified Evaluation Plan. Non-substantive changes to these forms may be made without changing the CEP.

MCBoE 2018/2019