

CHRISTIAN COUNTY PUBLIC SCHOOLS CERTIFIED PERSONNEL EVALUATION PLAN AND PROCEDURES



CHRISTIAN COUNTY
— PUBLIC SCHOOLS —
A Community Committed to Phenomenal Schools

INSPIRE - ENGAGE - SUCCEED

2026-2027

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Evaluation Contact Person

The following district employee is designated to serve as the evaluation contact person and act as a liaison between the district and the Kentucky Department of Education in matters concerning the district's evaluation process:

Leslie Lancaster
Christian County Public Schools Director of Personnel
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200 Glass Avenue
Hopkinsville , KY 42240

CERTIFIED EVALUATION PLAN ASSURANCES

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

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

Certified Evaluation Plan Review Committee

CERTIFIED EVALUATION PLAN 50/50 COMMITTEE MEMBERS:

Administrators:

- 1) Leslie Lancaster, Director of Personnel
- 2) Carrie Caples, Principal - Christian County Learning Center
- 3) Johnathon King, Principal of Operations Christian County High School

Certified Staff:

- 1) Connie Rogers, Instructional Coach
- 2) Natalie Allen, Christian County High School Guidance Counselor
- 3) Vacant to be elected by 9/1/2026

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 (5) 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 the presence of the evaluatee's chosen representative. (KRS 156.557)

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 19, 2025. (704 KAR 3:370)

Signature of District Superintendent

4-3-2026

Date

Signature of Chairperson, Board of Education

7-10-26

Date

PERSONNEL EVALUATION SYSTEM – CERTIFIED TEACHER

The vision of the Personnel Evaluation System is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

- **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
- **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.
- **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.
- **Certified School Personnel:** A certified school 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.
- **Conference:** A meeting between the evaluator and the evaluatee for the purpose of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas of growth, and leading to the establishment or revision of a professional growth plan.
- **Evaluatee:** a certified school personnel who is being evaluated.
- **Evaluator:** the primary evaluator as pursuant to KRS 156.557(5)(c)2.
- **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.
- **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
- **Formative (Full) Evaluation:** They are designed to help the evaluatee improve his/her performance by providing feedback and suggestions for improvement. These observations focus on the performance criteria listed in each major job category. Evaluation defined by KRS 156.557(1)(a).
- **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
- **Individual Corrective Action Plan:** A plan whereby an evaluatee establishes specific goals to improve an identified area concerning job performance or areas that need immediate attention by the evaluatee. The evaluator takes an active role in activities and appraisal of the activities along with the evaluatee. Intensive assistance may require the use of individuals to help the employee grow professionally.
- **Kentucky Framework for Personnel Evaluation:** The state-wide framework a school district uses to develop a local certified school personnel evaluation system.
- **Mini (Partial) Observation:** Includes a scheduled and unscheduled observation conducted by a certified observer for 20-30 minutes in length. They are designed to help the evaluatee improve his/her performance by providing feedback and suggestions for improvement.

- **Observation:** 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 the data collected during one (1) or more classroom or worksite visits of any duration.
- **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
- **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
- **Performance Measure:** One of four measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
- **Performance Rating:** Rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
- **Personnel Evaluation System:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
- **Post-Observation Conference:** Conducted within a reasonable period of time (not to exceed five school days) following each observation. This conference will include a discussion of identified strengths and areas for growth.
- **Pre-Observation Conference:** Prior to scheduled observations (excludes the Principal Professional Growth and Effectiveness System).
- **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.
- **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
- **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.
- **Sources of Evidence:** the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of the administrative regulation.
- **Summative Evaluation:** Composite of information obtained through the formative observations and appropriate Professional Growth and Effectiveness System components; which serve as the basis for administrative decision-making. Evaluation is defined by KRS 156.557(1)(d).
- **Summative Rating:** 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.
- **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 pursuant to 16 KAR 2:010 or 16 KAR 2:020.

- **Working Conditions 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.

For Additional Definitions and Roles, please see 704 KAR 3:370.

CERTIFIED TEACHERS AND OTHER CERTIFIED SCHOOL LEVEL PROFESSIONALS

Orientation

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with all certified employees by no later than the first thirty (30) calendar days of reporting for employment each school year. All new certified employees hired during the school year shall receive the same within the first thirty (30) calendar days of reporting for employment.

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 will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

The following categories have been identified by KDE as Other Professionals:

- Library Media Specialist
- Therapeutic Specialist/Speech (including those with SLP licensure)

- School Guidance Counselor
- School Psychologist
- School Instructional Specialist/Coach

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

Other sources of evidence that can be used to support educator practice may include, but not limited to:

- | | |
|---|---|
| • Action research | • Meaningful feedback to students |
| • Committee participation | • Performance based measures with rubrics |
| • Communication logs | • PLCs contribution |
| • Community engagement | • Professional conversations |
| • Curriculum units | • Self-reflections |
| • Engagement in professional organizations | • Student academic data |
| • Evidence as identified in Domains 1-4 of the Framework for Teaching | • Student work samples |
| • Evidence tool for planning and preparation | • Trend data |
| • Formative and/or other professional data | • Use of professional feedback |
| • Fulfillment of duties | • Video lessons |
| • Lesson plans | • Walk-throughs |
| • Letters/memos of performance both outstanding or needs improvement | • Attendance/Punctuality |
| | • Other sources of evidences agreed upon by the evaluatee and evaluator |

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

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT																							
		Performance Measures	Planning						Environment				Instruction				Professionalism						
FRAMEWORK for TEACHING (FTT)	Component	1 ^a -Knowledge of content/pedagogy	1 ^b -Demonstrate knowledge of students	1 ^c - Setting Instructional Outcomes	1 ^d -Demonstrate knowledge of resources	1 ^e -Designing Coherent Instruction	1 ^f - Designing Student Assessment	2 ^a -Creating Env. of Respect & Rapport	2 ^b -Establish Culture of Learning	2 ^c -Maintaining Classroom Procedures	2 ^d -Managing Student Behavior	2 ^e -Organizing Physical Space	3 ^a -Communicating with Students	3 ^b -Questioning & Discussion Techniques	3 ^c -Engaging Students in Learning	3 ^d -Using Assessment in Learning	3 ^e -Demonstrating Flexibility & Responsive	4 ^a -Reflecting On Teaching	4 ^b -Maintaining Accurate Records	4 ^c -Communicating with Families	4 ^d -Participating in Profes. Learning Comm.	4 ^e -Growing & Developing Professionally	4 ^f -Showing Professionalism
	Supervisor Observation	Evidence (pre-and post conferences)						Observation										Evidence (pre-and post conferences)					
Professional Growth		Professional Growth Planning and Self Reflection																					

Professional Practice

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 will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, 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.

Required

- All teachers and Other Professionals will participate in self-reflection and professional growth planning each year.

- Self-reflections and Professional Growth Plans should be rooted in evidence/data collected from observations.
- Self-reflections will be documented using the approved district documents, and a signed copy will be kept in the employee's records.

Timeline and Monitoring for Self-Reflection

Teachers and Other Professionals:

- Will complete their initial self-reflection by Sept 15th each year unless an amendment occurs due to the first student attendance day.
- Late hires will complete their initial self-reflection within thirty (30) working days of being hired.
- Will reflect on targeted areas before the spring semester begins.
- Will submit their final self-reflection no later than April 15 each year.
- May reflect more often based on their professional decision and/or that of their supervisor.

Timeline and Monitoring for Professional Growth Planning

Professional Practice

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 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.

The teacher reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus and collaborates with his or her administrator to develop, implement, modify, and continue as appropriate a professional growth plan and action steps. The teacher will conduct a summative reflection on the degree of goal attainment and the implications for next steps.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- Reflection and professional growth planning may begin as early as May 1st for the following year for returning teachers.
- All teachers will document (minimum of one) self-reflection and professional growth planning in district technology platform or district document by October 15 (or within 60 days for those hired after September 1) with alignment to the schools and/or district improvement plan.
- Summative reflection of professional growth plan addressing the

- level of goal attainment is to be submitted on a district form or in the district-approved technology platform no later than "closing day." A supervisor may require this step to be completed at an earlier date.
- o If a late hire or leave of absence interrupts the ability to complete the reflective practice and professional growth planning by the established timeline, then the reflective practice and professional growth planning timeline may be adjusted by the principal or designee with superintendent's approval.

Observations

The observation process is one source of evidence to determine teacher effectiveness for each certified teacher. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher's professional practice. The rationale is to encourage continued professional learning in teaching and learning through critical reflection. The immediate supervisor is designated as the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator and/or to serve as the primary evaluator's designee. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided.

All employees shall be afforded an opportunity to review their evaluations. All evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a statement to the evaluation instrument. Both evaluator and evaluatee shall sign and date the evaluation instrument. All evaluations shall be maintained in the employee's personnel file. A signature does not denote that the evaluatee agrees with the evaluation. If there is a pattern of the evaluator failing to comply with the responsibilities stated in the observation schedule, the Superintendent may be contacted or a grievance may be filed with the Human Resource Director.

Observation Schedule

One Year Educator Plan Schedule:

Mini Observation Schedule:

Two mini-observations will be conducted. One mini-observation must be conducted during the first semester and a second mini in the second semester. Both mini-observations must be completed by the end of February.

Full Observation Schedule:

The full observations will be conducted between January 1 through April 15 .

- The summative evaluation conference must be conducted by April 15. If April 15 falls on a weekend, then it must be conducted the next contracted day.

Non-Tenured Certified Staff
Non-Tenured Certified Teachers and Other Professionals
L1-L4

Year	Observation Requirement	Evaluation Activity	Evaluator Action
L 1 Year 1	Mini -1st semester Mini -2nd semester Full Observation Summative Evaluation	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference by April 15
L2 Year 2	Mini -1st semester Mini -2nd semester Full Observation Summative Evaluation	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference by April 15
L3 Year 3	Mini -1st semester Mini -2nd semester Full Observation Summative Evaluation	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference by April 15
L4 Year 4	Mini -1st semester Mini -2nd semester Full Observation Summative Evaluation	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference by April 15

Observation Schedule

Minimum Requirements:

- Each observation includes a pre-conference and a post-conference.
- Post-observation conferences are held within five (5) working days of the observation.

Summative Evaluation

- Timeline: Completed by April 15th.
- Process:
 - Compilation of data from observations, PGP progress, and other relevant evidence.

- Evaluation of performance across multiple domains, such as planning, classroom environment, instruction, and professionalism.
- Assignment of an overall performance rating.

Tenured Certified Staff

This five-year cycle is designed to support professional growth while maintaining periodic accountability. It balances low-burden growth monitoring in most years with structured feedback through mini observations and a full evaluation in Year 5.

Five Year Educator Plan Schedule:

Defined by the PGP and Cycle for **tenured** teachers and other professionals.

Year	Observation Requirement	Evaluation Activity	Evaluator Action
Year 1	None	Self-reflection-by Sept 15th & PGP by Oct 31st	Feedback & documentation
Year 2	1 Mini Observation	Self-reflection-by Sept 15th & PGP by Oct 31st	Feedback & documentation
Year 3	None	Self-reflection-by Sept 15th & PGP by Oct 31st	Feedback & documentation
Year 4	1 Mini Observation	Self-reflection-by Sept 15th & PGP by Oct 31st	Feedback & documentation
Year 5	Full Formal Observation	Self-reflection-by Sept 15th & PGP by Oct 31st	Summative Evaluation + Required conference by May 15

This five-year cycle is designed to support professional growth while maintaining periodic accountability. It balances low-burden growth monitoring in most years with structured feedback through mini observations and a full evaluation in Year 5.

Early or Additional Evaluation Clause for Tenured Staff-KRS 156.557(5)(c)6

At any time during the five-year evaluation cycle, the primary evaluator may initiate an early or full evaluation outside of the scheduled summative year if:

- Performance concerns are identified through informal observations, student outcomes, or professional conduct,
- The teacher is assigned to a substantially different grade level or subject area,
- There is insufficient progress or lack of engagement with the Professional Growth Plan, or
- The teacher requests a full evaluation for purposes of reflection, advancement, or certification.

In such cases, a formal observation and summative evaluation may be conducted, and a new five-year cycle may begin based on the date of that summative evaluation.

Summative Phase: Teachers

- The summative phase is the review of all data gathered in formative observations and components of the Personnel Evaluation System during the summative cycle.
- Summative evaluations will be completed for non-tenured teachers by April 15. If this falls on a weekend, then the next contracted day. All other summative evaluations must be completed by the last contracted day for the school year. These will be submitted to the Director of Personnel .
- Pertinent data will be identified through the summative evaluation; which represents major performance areas and specific criteria statements, and by components of the Personnel Evaluation System.
- The summative evaluation will address all performance measures.
- The summative conference will be conducted during which time the evaluator and the teacher review the summative evaluation report.
- The evaluator and the teacher will sign and date the summative evaluation to indicate that the document has been read and discussed.
- If the teacher wishes to respond, a statement should be written, signed, and attached to the summative evaluation copy. (See also, Evaluation Appeals Process.)
- Copies of the summative evaluation will be retained by the evaluator, the teacher, and the Superintendent of Schools. Also, the original copy will go into the individual's personnel file at the Central Office.

Observation Conferencing

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

- Prior to all full observations a pre-observation conference form will be submitted, at least the day prior to the scheduled observation. Appendix: Pre-Observation Conference Document.
- All post-conferences must be face to face and must take place within five (5) working days of each observation.
- Post-conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. Post-Observation Conference Document. This is not applicable for Counselors, Psychologists, and Instructional Specialists/Coaches.
- Post-observation conferencing, after a mini observation, may target a particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.

- The summative evaluation conference shall be conducted at the end of the summative evaluation cycle (no later than April 15 for non-tenured teachers and by May 15 for tenured teachers).

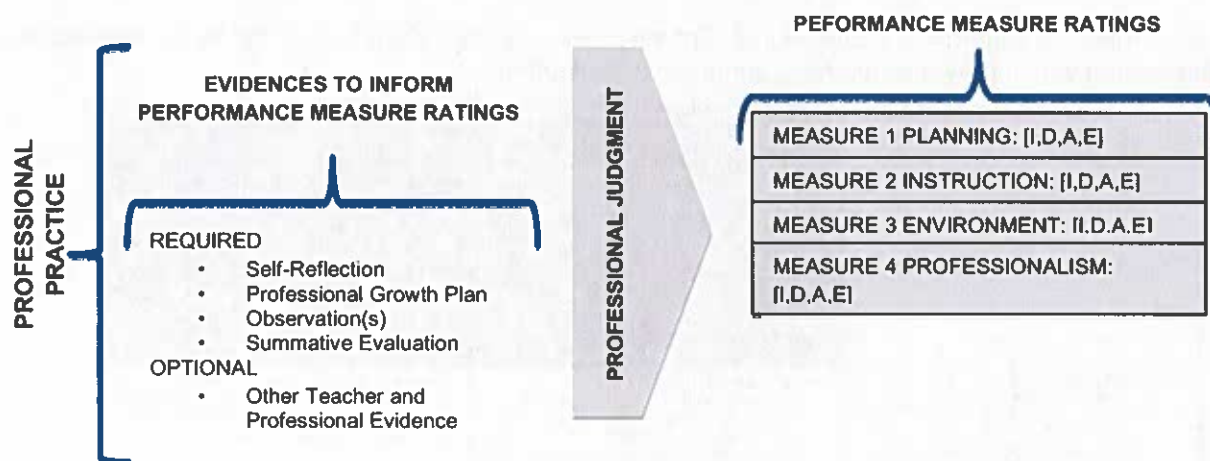
Late Hires/Absenteeism

All late hire teachers will be placed on a one-year cycle.

Any teacher hired before the 60th day of instruction will have all observations conducted. Please see the observation schedule in the above section.

A supervisor may eliminate one of the required observations on a teacher hired after the 60th day of instruction.

If a teacher misses sixty (60) consecutive school days throughout the year, then the supervisor may eliminate one of the required mini-observations.



Minimum Criteria for Determining an Educator's Professional Practice Rating

Third Party Observer Process

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

Determining the Rating for Summative Evaluation

The Kentucky Framework for Teaching stands as the critical rubric for providing educators with concrete descriptions of practice associated with specific domains. The summative process concludes with the

evaluator's analysis of evidence and the final assessment of practice in relation to Performance Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.

The following charts depict sources of evidence and minimum criteria for determining the professional practice rating. Supervisors will provide a summative rating for each performance measure based on evidence. All summative ratings must be recorded in the district-approved technology platform.

IF...	THEN...
Performance Measures 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Performance Measures 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING or INEFFECTIVE
Performance Measures 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

This chart is used to determine Professional Growth Plans and the Summative Cycle for tenured teachers during the year in which they are due for a summative evaluation:

TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS			
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR SELF-DIRECTED CYCLE - Goals set by educator with evaluator input - One goal must focus on low outcome - Formative review annually	
	ACCOMPLISHED	THREE-YEAR SELF-DIRECTED CYCLE - Goals set by educator with evaluator input - Plan activities are teacher directed and implemented with colleagues - Formative review annually - Summative occurs at the end of year 3	
	DEVELOPING	ONE-YEAR DIRECTED CYCLE - Goal Determined by Evaluator - Goals focus on low performance/outcome area - Plan activities designed by evaluator with educator input - Formative review at mid-point - Summative at end of plan	THREE-YEAR SELF-DIRECTED CYCLE - Goals set by educator with evaluator input; one must address low performance or outcomes - Plan activities designed by educator with evaluator input - Formative Review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN - Goal Determined by evaluator - Focus on low performance area - Summative at end of plan	ONE-YEAR DIRECTED GROWTH PLAN - Goal Determined by Evaluator - Goals focus on low performance/outcome area - Plan activities designed by evaluator with educator input - Formative review at mid-point - Summative at end of plan

Evaluator Certification

Reliable evaluators are essential to the Certified Personnel Evaluation Program. Evaluators will be trained in the skills of analyzing effective teaching and in the procedures for implementing the Christian County Certified Personnel Evaluation Program.

All administrators serving as a primary evaluator must complete the training requirements of KRS 156.557 and

704 KAR 3.370. Administrators serving as a primary evaluator must complete initial certified evaluation training. This proficiency system will be designed by the district and must be passed prior to conducting observations for the purpose of evaluation.

Administrators serving as a primary evaluator must complete a minimum of six (6) hours annually of EILA approved training. District EILA-approved training must consist of observation training.

In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the Supervisors of Instruction will determine how to ensure teachers and other professionals have access to observations by making the following decision:

In the event a supervisor is not successful in completing/passing the assessments.

- Supervisor will be assigned a mentor by the Supervisors of Instruction. It shall be someone who has already passed the state approved certification program if possible.
- Mentors will provide guidance and support as requested. It is not permissible for the mentor to take the exam with the supervisor.
- The mentor will review assessment results with the supervisor and will target areas of weakness.
- Go back through appropriate sections of training to establish understanding.

Teachers will have access to certified observers for observations and feedback in cases where their immediate supervisor is not certified through the proficiency system and therefore unable to conduct the observation. Supervisors of Instruction personnel or principals from another building (certified through the proficiency system) and designated by the superintendent, will conduct the observation with the principal, modeling the process and providing mentorship of the proficiency system for the supervisor). Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances).

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

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 Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Superintendent/Superintendent's Designee:** means an administrator who devotes the majority of employed time in the role of Superintendent/Assistant Superintendent, for which Superintendent certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050. The Superintendent is the primary evaluator for principals, but may assign an Assistant Superintendent to be the primary evaluator as the Superintendent's Designee.
4. **Evaluated:** district/school personnel that is being evaluated

5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
6. **Working Conditions Survey Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

PRINCIPAL AND ASSISTANT PRINCIPALS CERTIFIED EVALUATION PLAN

Principal Personnel Evaluation System Components

Overview and Performance Measures

The Professional Standards for Educational Leaders (PSEL) embody a research and practice based understanding of the relationship between educational leadership and student learning. The Professional Standards and professional judgement provide the structure for feedback for continuous improvement on the Performance Measures. Individual principal goals target professional growth, thus supporting overall student achievement, and school improvement. The Professional Standards for Educational Leaders (PSEL) aligns to the four Performance Measures in the chart below.

Professional Standards for Educational Leaders (PSEL)

Aligned to Performance Measures

Performance Measures	Planning		Instruction	Professionalism
Professional Standards for Educational Leaders (PSEL)	<u>Standard 6</u> Professional Capacity of School Personnel <u>Standard 9</u> Operations and Management	<u>Standard 3</u> Equity and Culturally Responsiveness <u>Standard 5</u> Community of Care and Support for Students <u>Standard 7</u> Professional Community for Teachers and Staff <u>Standard 8</u> Meaningful Engagement of Families and Community	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 10</u> School Improvement	<u>Standard 2</u> Ethics and Professional Norms

The performance measures will be rated according to the four performance ratings in the chart below.

Performance Ratings with Criteria Descriptions

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

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 performance measures and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Professional Standards for Educational Leaders.

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

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Working Conditions Goal

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

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

Professional Practice

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

Professional Growth Planning and Self-Reflection

Completed by principals and 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 and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- Principals and assistant principals will submit their self-reflection by Sept 15th
- Principals and assistant principals will submit their Professional Growth Goal and Professional Growth Plan by Oct. 31st .
- Late hires will be addressed using the same timelines stated above.
- Principal and assistant principals will submit their self-reflection and professional growth plans via the district approved form.

- At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.
- It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal. • Self-reflections and professional growth plans will be documented on district approved forms.

TABLE 1: SELF-REFLECTION , PGP and Evaluation Schedule for Principals & Assistant Principals

Principals/Assistant Principals

Year	Observation Requirement	Evaluation Activity	Evaluator Action
Year 1	<u>2 Site Visits</u> 1 in 1st semester 1 in 2nd semester	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference
Year 2	<u>2 Site Visits</u> 1 in 1st semester 1 in 2nd semester	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference
Year 3	<u>2 Site Visits</u> 1 in 1st semester 1 in 2nd semester	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference
Year 4	<u>2 Site Visits</u> 1 in 1st semester 1 in 2nd semester	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference
Year 5	<u>2 Site Visits</u> 1 in 1st semester 1 in 2nd semester	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review Summative conference

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.

Late Hire Protocol:

Principals hired after the first instructional day will receive all site visits; timelines may be adjusted.

Required:

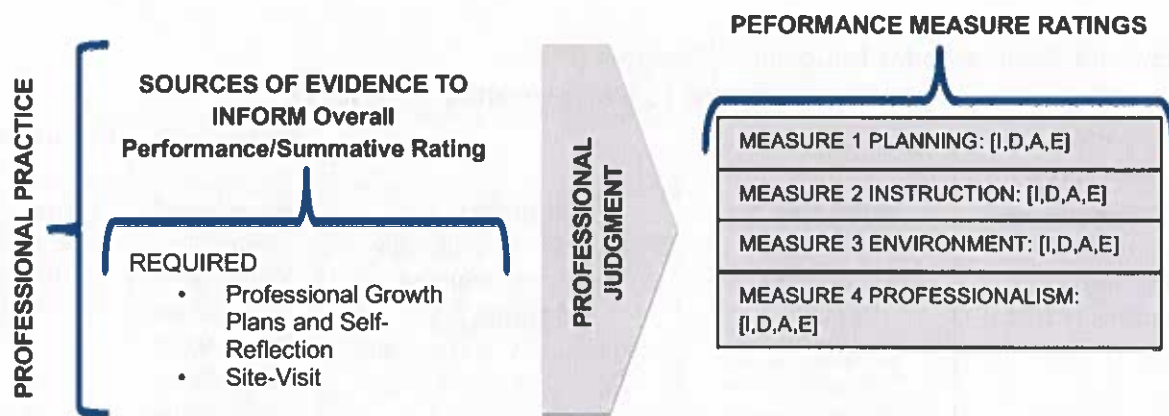
Principal and Assistant Principal Site Visits	
Activity	A minimum of two (2) site visits shall occur annually
Location	School site
Timeline	➤ Visit #1 first semester for a minimum 1 hr. ➤ Visit #2 prior to the summative conference for a minimum of 1 hr.
Superintendent/Designee	• Review and record evidence from site visit aligned with the Professional Standards for Educational Leaders /Performance Measures/Site Visit Document; • Superintendent shall select preference regarding the recording tool • Provide feedback during the site visit

Products of Practice/Other Sources of Evidence

- School Plans such as 30/60/90, assist, program reviews, etc.
- State Assessment data
- Local benchmark data
- Additional sources deemed relevant

Components, Overview, and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.



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. Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: The Professional Standards for Educational Leaders.

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

**At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support. At that time, the district-designed process will be instituted which includes a specific timeline for observations/site visits, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.*

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. The rating should be recorded in the district approved forms

Professional Standards for Educational Leaders (PSEL)**Aligned to Performance Measures**

Performance Measures	Planning		Instruction	Professionalism
Professional Standards for Educational Leaders (PSEL)	<u>Standard 6</u> Professional Capacity of School Personnel <u>Standard 9</u> Operations and Management	<u>Standard 3</u> Equity and Culturally Responsiveness <u>Standard 5</u> Community of Care and Support for Students <u>Standard 7</u> Professional Community for Teachers and Staff <u>Standard 8</u> Meaningful Engagement of Families and Community	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 4</u> Curriculum, Instruction and Assessment <u>Standard 10</u> School Improvement	<u>Standard 2</u> Ethics and Professional Norms

The Performance Measures and will be rated according to the four performance ratings in the chart below.

Performance Ratings with Criteria Descriptions

Performance Ratings	Performance Rating Criteria Description
Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
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Exemplary	Consistently exceeds expectations for effective performance

Professional Growth Plan and Summative Cycle

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

DISTRICT ADMINISTRATOR & CERTIFIED COORDINATOR PERSONNEL EVALUATION SYSTEM

DISTRICT ADMINISTRATOR & CERTIFIED COORDINATOR PERSONNEL EVALUATION SYSTEM

Evaluation Cycle Overview (Five-Year Cycle)

Year	Observation Requirement	Evaluation Activity	Evaluator Action
Year 1	structured conferences, presentations, meeting artifacts, and progress monitoring tools	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review by Feb 1st & Annual formal review with the Superintendent or designee by June 15th.
Year 2	structured conferences, presentations, meeting artifacts, and progress monitoring tools	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review by Feb 1st & Annual formal review with the Superintendent or designee by June 15th.
Year 3	structured conferences, presentations, meeting artifacts, and progress monitoring tools	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review by Feb 1st & Annual formal review with the Superintendent or designee by June 15th.
Year 4	structured conferences, presentations, meeting artifacts, and progress monitoring tools	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review by Feb 1st & Annual formal review with the Superintendent or designee by June 15th.
Year 5	structured conferences, presentations, meeting artifacts, and progress monitoring tools	Self-reflection-by Sept 15th & PGP by Oct 31st	Mid Year Review by Feb 1st & Annual formal review with the Superintendent or designee by June 15th.

Evidence and Artifacts

Acceptable evidence includes but is not limited to:

- District strategic plan updates
- Professional learning agendas or resources
- Board of Education reports or presentations
- Leadership meeting agendas/minutes
- Stakeholder survey summaries
- Program data and outcome reports

Evaluation Ratings

Each administrator will receive a summative rating based on KDE's four-point scale:

- Exemplary
- Accomplished
- Developing
- Ineffective

Summative ratings will be informed by professional practice, progress toward PGP goals, and evidence of strategic impact.

Evaluator Qualifications

Evaluators must hold a certified evaluation endorsement and be trained per KDE guidelines. The Superintendent or their designee will be the primary evaluator for all district-level administrators.

Appeals

The existing CEP appeal process will be available for district-level administrators to challenge their summative evaluation rating.

INDIVIDUAL CORRECTIVE ACTION PLANS

An Individual Corrective Action Plan should be developed when an evaluatee receives a "does not meet" or "Ineffective" rating on the Summative Evaluation Form or when immediate change is required in practice or behavior.

The plan is to be completed by the evaluator with discussion and assistance from the evaluatee. The evaluator shall document all actions taken to assist the evaluatee in improving his/her performance.

The evaluatee will continue to work toward the goals specified in the plan until such time that the evaluator determines that the goals have been met and the evaluatee's performance rating on a Summative Evaluation Form is above "does not meet" or "Ineffective."

An Individual Corrective Action Plan can occur for up to 12 months and a Summative Evaluation shall occur at the end of the plan. If goals are not met during this duration, the result could be a recommendation for nonrenewal or termination of the employee (KRS 161.790).

Domain/Component

Identify the specific Domain/Component from the Summative Evaluation Form that has a "does not meet" or "Ineffective" rating assigned or practice/behavior to be changed.

Present Professional Growth Stage

(Select the stage of professional growth that best reflects the evaluatee's level.)

- O= Orientation/Awareness
- A = Preparation/Application
- I = Implementation/Management
- R = Refinement/Impact

Growth Goal(s) and Objective(s)

Growth objectives and goals must address the specific measure(s) rated as "does not meet" or "Ineffective" rating on the Summative Evaluation Form or practice/behavior to be changed. The evaluatee and the evaluator work closely to correct the identified weakness(es). Identify the specific goal(s) and objective(s) that you plan to develop.

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

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

Appraisal Method & Target Dates for Completion/Review:

List the specific target dates and appraisal methods used to determine improvement of performance.

Documentation and record keeping of all actions, reviews, and evaluator's assistance must be provided to the evaluatee periodically.

Christian County Individual Corrective Action Plan

Employee: _____ Worksite: _____ Position/Department: _____ Date: _____

Domain/ Component	*Present Professional Growth Stage	Growth Objective/Goal(s) (describe desired outcome)	Procedures & Activities for Achieving Objective/Goal(s) (include support personnel)	Appraisal Method & Target Dates

* Professional Growth Stages: O=Orientation/Awareness A=Preparation/Application I=Implementation/Management R=Refinement/Impact

Employee's Comments:

Evaluator's Comments:

Individual Corrective Plan Developed:	Annual Review: ___ Achieved ___ Revised ___ Continued
Employee Signature _____ Date _____	Employee Signature _____ Date _____
Evaluator Signature _____ Date _____	Evaluator Signature _____ Date _____

EVALUATION APPEALS PROCESS

The Christian County Evaluation Appeals Process shall comply with KRS 156.101, KRS 156.557, 704 KAR 3:345, and Board Policy 03.18.

Certified Employee Evaluation Advisory Appeals Panel

The Evaluation Advisory Appeals Panel shall consist of three members. Two (2) members and alternates shall be elected to the panel by the total certified staff through nominations and voting by the certified staff. One (1) certified staff member and one (1) certified employee alternate shall be appointed by the Board of Education. Terms shall be for one year and begin on October 1 and run through September 30. The Board-appointed member shall be appointed by the Board.

Appeals Procedure

The following are the steps of the appeals procedure:

1. Certified employees who believe they have received an unfair summative evaluation can appeal within ten (10) working days of receipt of the evaluation.
2. Appeals shall be on a form formulated by the Superintendent. No member of the panel shall serve on any appeal in which he/she was the evaluator.
3. No member of the panel shall serve on any appeal brought by the member's immediate family as defined in Board Policy 03.18.
4. Within three (3) working days of receiving written notification of the appeal, the chairman of the appeals panel shall notify other members of the panel and schedule a meeting to review the appeal. The review shall occur within five (5) working days of receipt of appeal notification by the appeals panel chairman. Additionally, the chairman will request documentation from the evaluator to support his/her evaluation decisions.
5. By mutual written consent the appeals process may be terminated at any point.
6. Copies of all supporting documentation (from the evaluator and the appealing employee) shall be made available to all panel members for screening prior to the review. All original documentation will be held in a secure location in the Central Office. All documents will be handled with the utmost confidentiality.
7. If, by a majority vote, the appeals panel agrees that a hearing is needed, the following procedures shall be followed:
 - a. A hearing will occur within five (5) working days of the appeals panel review meeting.
 - b. Only the appeals panel, the appealing employee, the appealing employee's chosen representative (optional), and the evaluator will be present during the hearing.
 - c. The appealing employee and the evaluator will be allowed to make statements in his/her own behalf. The appeals panel may ask questions of either party. Cross-examination by the appealing employee or the evaluator will not be permitted.
 - d. The appeals panel chairman will be responsible for the audio recording of the hearing. A recording of the hearing will be made available to the appealing employee and the evaluator upon request.
 - e. After statements have been made by the parties involved and questions of the appeals panel answered, the appeals panel shall meet in closed session to prepare a written response to

Christian County Public Schools Certified Personnel Evaluation Plan and Procedures:

submit to the Superintendent, the appealing employee and the evaluator. The panel's response shall be delivered to all parties within two (2) working days of the hearing.

8. The panel shall make a recommendation to the Superintendent within five (5) working days from the date of filing the appeal. If the Superintendent is the evaluator, the recommendation of the panel shall go directly to the Board of Education
9. The Superintendent shall file the panel's recommendation in the employee's personnel file with the original evaluation form.
10. The Superintendent shall be allowed to hold a conference with parties concerned or order a new evaluation by a second certified evaluator. If a new evaluation is made, both evaluations shall be placed in the employee's personnel file or the Superintendent may choose to uphold the original. A third-party evaluator may be appointed.
11. The appealing employee may appeal the panel's recommendation to the Superintendent and/or the Kentucky Board of Education appeals panel.

