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Christian County Public Schools
2023-2024

-

Certified Evaluation Plan

For

Principals/Assistant Principals

District Administrators

Certified Coordinators

CHRISTIAN COUNTY SCHOOLS

CERTIFIED EVALUATION PLAN
FOR
PRINCIPALS/ASSISTANT PRINCIPALS
CERTIFIED COORDINATORS
DISTRICT ADMINISTRATORS

Christopher Bentzel, Superintendent

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ASSURANCES CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The <*insert district name here*> hereby assures the Commissioner of Education that:

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

Name: **Title:**
<insert names> <insert job roles>

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

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

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

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

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

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

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

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

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

_____   _____
Signature of District Superintendent   Date

_____   _____
Signature of Chairperson, Board of Education   Date

Certified Evaluation Plan
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Roles and Definitions

Roles and Definitions

1. **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 the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

2. **Certified Administrator:** 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 16 KAR Chapter 3.

3. **Certified Evaluation Plan:** 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:** A certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

6. **Evaluatee:** A certified school personnel who is being evaluated.

7. **Evaluation committee**: means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).

8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.

9. **Evaluator Certification:** The 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:** A group or class of certified school personnel positions with closely related functions.

12. **Kentucky Framework for Personnel Evaluation:** The statewide framework a school district uses to develop a local certified school personnel evaluation system.

13. **Observation:** A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

14. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by EPSB pursuant to Title 16 KAR.

15. **Peer observation:** The observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.

16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).
17. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **Performance Rating:** The rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified plan. Ratings include exemplary, accomplished, developing, and ineffective.
19. **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.
20. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
21. **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 this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **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.
24. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

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

Training to Evaluate Administrators & Coordinators

The Superintendent or designee shall be trained annually in the district's Certified Plan for Principals, District Administrators, and Certified Coordinators to evaluate individuals in these categories. Principals shall be trained to evaluate assistant principals. Evaluators shall be provided with district support, resources, and EILA-approved training. Evaluators shall meet the state and district CEP requirements prior to conducting evaluations.
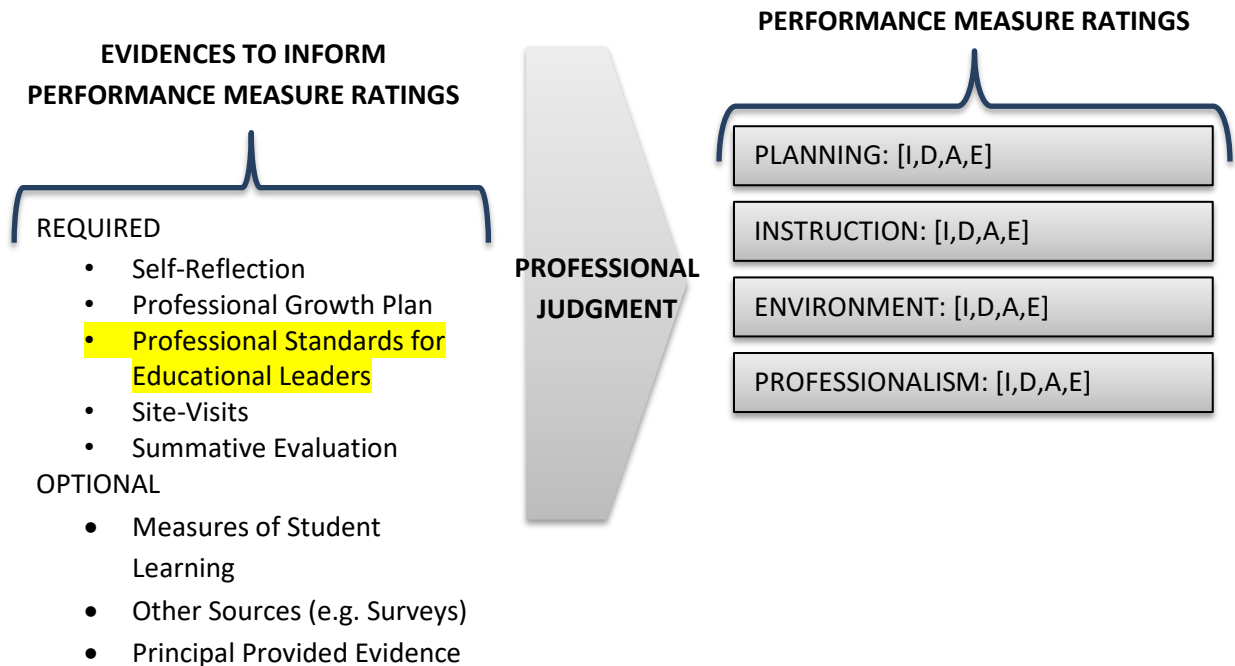
Timeline for Late Hires

Employees under this section of the evaluation system hired after the first instructional day shall complete all components of the evaluation process.

Principal & Assistant Principal

Summative Evaluation Components

The following graphic outlines the summative model for principals and assistant principal's sources of evidence and performance standards ratings aligned with Performance Measures.

EVIDENCES TO INFORM PERFORMANCE MEASURE RATINGS

REQUIRED
- Self-Reflection
- Professional Growth Plan
- Professional Standards for Educational Leaders
- Site-Visits
- Summative Evaluation

OPTIONAL
- Measures of Student Learning
- Other Sources (e.g. Surveys)
- Principal Provided Evidence

PROFESSIONAL JUDGMENT

PERFORMANCE MEASURE RATINGS

PLANNING: [I,D,A,E]

INSTRUCTION: [I,D,A,E]

ENVIRONMENT: [I,D,A,E]

PROFESSIONALISM: [I,D,A,E]

Evaluators will look for trends and patterns in practice across multiple types of evidence evidence and apply professional judgment to determine the rating aligned with the Performance Measures of Planning, Environment, Instruction, and Professionalism. The professional judgment must be grounded in the Professioanl Standards for Educational Leaders aligned with the Performance Measures, site visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. 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.

Self-Reflection & Professional Growth Plan

The Professional Growth Plan (PGP) 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. The principal shall complete the *Professional Growth Plan* for collaboration and approval by the Superintendent/Designee, and the assistant principal shall follow the same protocol for collaboration and approval by the principal.

TABLE 1: SELF-REFLECTION & PGP for Principals & Assistant Principals

Activity	Timeline	Responsible Staff	Resources
Complete Self-Reflection & PGP	By September 15th	➢ Principal ➢ Assistant Principal	➢ Reflecting Practice Document for Self-reflection & PGP/Site Visits ➢ Performance Standard aligned with Performance Measures ➢ Other sources of evidence
Develop Draft PGP	By October 31st	➢ Principal ➢ Assistant Principal ➢ Collaboration with Superintendent/Designee for PGP feedback & approval	➢ Reflecting Practice Document for Self-reflection & PGP/Site Visits ➢ Performance Standards aligned with Performance Measures ➢ Other sources of evidence
Review of PGP Evidence Documentation/Artifacts	During Site Visit	➢ Principal with Superintendent/ Designee ➢ Assistant Principal with Principal	➢ Reflecting Practice Document for Self-reflection & PGP/Site Visits ➢ Performance Standards aligned with Performance Measures ➢ Other sources of evidence
Final PGP Evidence Documentation/Artifacts	By May 15th	➢ Principal with Superintendent ➢ Assistant Principal with Principal	➢ Reflecting Practice PGP *Summative Reflection* ➢ Performance Standards aligned with Performance Measures ➢ Other sources of evidence
Timelines may be adjusted based on any adjustment of the calendar year and release of state assessment data.			
Protocol for Late Hires: Principals and assistant principals hired after the first instructional day shall complete the PGP within 45 days of employment.			

Professioanl Standards for Educational Leaders *to Determine Ratings*

The Professioanl Standards for Educational Leaders are designed to support student achievement and professional best-practice through the standards aligned with the Performance Measures:
➢ Mission, Vision, and Core Values
➢ Ethics and Professional Norms
➢ Equity and Cultural Responsiveness
➢ Curriculum, Instructions, and Assessment
➢ Community of Care and Support for Students
➢ Professional Capacity of School Personnel

- ➢ Professional Community for Teachers and Staff
- ➢ Meaningful engagement of Families and Community
- ➢ Operations and Management
- ➢ School Improvement

Included in the <mark>Professioanl Standards for Educational Leaders</mark> are performance Indicators that provide examples of observable, tangible behaviors for evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement for the Performance Measures through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Each Principal Performance Standard aligned with the Performance Measures will be rated according to four ratings in combination with professional judgment.
The Performance Ratings are:
- ➢ Exemplary rating consistently exceeds expectations for effective performance.
- ➢ Accomplished consistently meets expectations for effective performance.
- ➢ Developing inconsistently meets expectations for effective performance.
- ➢ Ineffective consistently fails to meet expectations for effective performance.

Site-Visits for Principals

Site visits are a method by which the superintendent/designee may gain insight into the principal's practice in relation to the <mark>Professioanl Standards for Educational Leaders</mark> aligned with the Performance Measures of: Planning, Environment, Instruction, and Professionalism. Since the assistant principal works daily under the direct supervision of the principal, formal site visits are not required for assistant principals. Site visits may begin after the principal has participated in evaluation training, which must occur within 30 calendar days of reporting for employment. The required number of site visits is the minimum requirement. Additional site visits may be conducted.

TABLE 2: SITE VISITS

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 1 hr.
Superintendent/Designee	➢ Review and record evidence from site visit aligned with the <mark>Professioanl Standards for Educational Leaders</mark> /Performance Measures/Site Visit Document; ➢ Superintendent shall select preference regarding the recording tool ➢ Provide feedback during the site visit
Resource	➢ Reflecting Practice Document for Self-reflection & PGP and Site Visit document ➢ Measures of student learning ➢ Other evidence of practice (e.g., surveys/budgets)
Late Hire Protocol: Principals hired after the first instructional day will receive all site visits; timelines may be adjusted.	

Performance Ratings

Performance rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Frameworks for Personnel Evaluation, ==Professioanl Standards for Educational Leaders== and District Administration Standards for all certified personnel below the level of superintendent.

> **Requirements:**
>
> - The process for assignment of a rating for each performance measure: Planning, Environment, Instruction, Professionalism
> - Evaluators use evidences in combination with professional judgment to inform the evaluatee's rating for each performance measure as:
>   - "Exemplary": consistently exceed expectations for effective performance
>   - "Accomplished": consistently meets expectations for effective performance
>   - "Developing": inconsistently meets expectations for effective performance
>   - "Ineffective" consistently fails to meet expectations for effective performance

Principal Process for Determining the Summative Rating

A summative conference shall occur, annually, at the end of the evaluation cycle to determine an overall summative rating for principals and assistant principals. Superintendents are responsible for determining the summative rating for principals and principals are responsible for determining assistant principal ratings. The process will consist of a review of the evidence provided at site visits and progression in the Professioanl Standards for Educational Leaders aligned with the four Performance Measures to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 3) to determine the overall Summative Rating. Summative ratings for principals and assistant principals shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. The principal/assistant principal must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

TABLE 3: Performance Measure Criteria for a Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
IF	**THEN**
If Environment and Instruction are both rated ineffective	**The Summative Rating is ineffective.**
If Environment or Instruction is rated ineffective	**The Summative Rating is developing or ineffective**
If Planning or Professionalism is rated ineffective	**The Summative Rating shall not be exemplary.**
If two Performance Measures are rated developing and two are rated accomplished	**The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.**
If two Performance Measures are rated developing and two are rated exemplary	**The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.**
If two Performance Measures are rated accomplished and two are rated exemplary.	**The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary**

Appeals

Pursuant to KRS 156.557, certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix (see pg. 35-37).

District Certified Personnel Evaluation

for District Administrators & Certified Coordinators

District certified personnel shall be evaluated annually utilizing the *Summative Evaluation Document for District Certified Administrators and Coordinators and the District Administrator Professional Growth Plan* (see the appendix). The Professional Standards for Educational Leaders (PSEL), formerly known as the ISSLC Standards, are aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism to determine an overall summative rating. Included in the PSEL Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard. PSEL provides the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall professional growth. Performance will be rated for each standard according to four performance measures in combination with professional judgment.
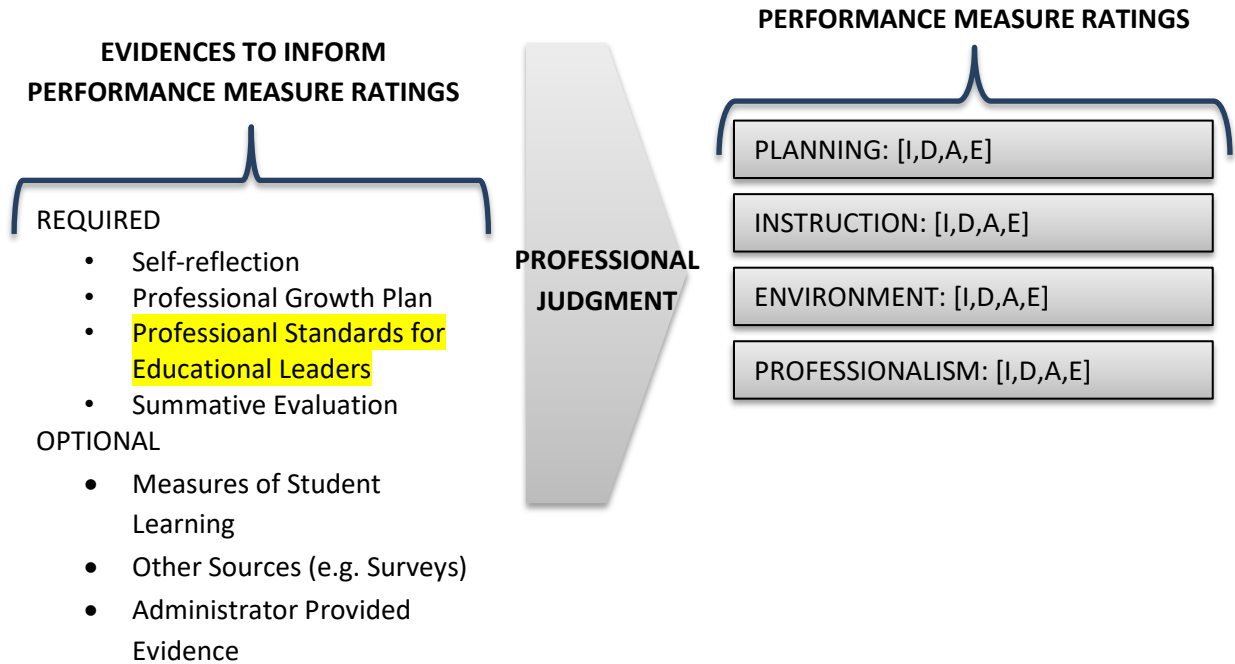
Professional Standards for Educational Leaders include:
  - ➢ **STANDARD 1. Mission, Vision, and Core values aligns with the Instruction Performance Measure**
  - ➢ **STANDARD 2. Ethics and Professional Norms align with the Environment Performance Measure**
  - ➢ **STANDARD 3. Equity and Culturally Responsiveness aligns with the Environment Performance Measure**
  - ➢ **STANDARD 4. Curriculum, Instruction and Assessment aligns with the Instruction Performance Measure**
  - ➢ **STANDARD 5. Community of Care and Support for Students aligns with the Environment Performance Measure**
  - ➢ **STANDARD 6. Professional Capacity of School Personnel aligns with the Planning Performance Measure**
  - ➢ **STANDARD 7. Professional Community for Teachers and Staff aligns with the Environment Performance Measure**
  - ➢ **STANDARD 8. Meaningful Engagement of Families and Community aligns with the Environment Performance Measure**
  - ➢ **STANDARD 9. Operations and Management aligns with the Planning Performance Measure**
  - ➢ **Standard 10. School Improvement aligns with the Performance Measure for Instruction**

The Performance Measures are:
  - ➢ Exemplary rating consistently exceeds expectations for effective performance.
  - ➢ Accomplished consistently meets expectations for effective performance.
  - ➢ Developing inconsistently meets expectations for effective performance.
  - ➢ Ineffective consistently fails to meet expectations for effective performance.

District Administrator & Certified Coordinator
Summative Evaluation Components

EVIDENCES TO INFORM
PERFORMANCE MEASURE RATINGS

REQUIRED
- Self-reflection
- Professional Growth Plan
- Professioanl Standards for Educational Leaders
- Summative Evaluation

OPTIONAL
- Measures of Student Learning
- Other Sources (e.g. Surveys)
- Administrator Provided Evidence

PROFESSIONAL JUDGMENT

PERFORMANCE MEASURE RATINGS

PLANNING: [I,D,A,E]

INSTRUCTION: [I,D,A,E]

ENVIRONMENT: [I,D,A,E]

PROFESSIONALISM: [I,D,A,E]

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgment to determine the rating on the Professional Standards for Educational Leaders document. Evidence will be aligned with the Performance Measures of Planning, Environment, Instruction, and Professionalism. The professional judgment must be grounded in the Professioanl Standards for Educational Leaders aligned with the Performance Measures, site visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how district certified personnel respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. These factors may include department 12specific 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.

A summative conference shall occur annually at the end of the evaluation cycle to determine an overall summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign an overall summative rating. The evaluator will use the *Criteria for Determining*

a Summative Rating (Table 4) to determine the overall Summative Rating. Summative ratings shall be completed by May 15th or no later than 90 days before the first student attendance day, whichever comes first. The employee must be provided either electronic or hardcopy access to all evaluation documents. A hardcopy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placement in the employee's personnel file.

Table 4: Performance Measure Criteria for a Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
IF	**THEN**
If Environment and Instruction are both rated ineffective	**The Summative Rating is ineffective.**
If Environment or Instruction is rated ineffective	**The Summative Rating is developing or ineffective**
If Planning or Professionalism is rated ineffective	**The Summative Rating shall not be exemplary.**
If two Performance Measures are rated developing and two are rated accomplished	**The Summative Rating shall be accomplished only if Environment or Instruction is rated accomplished.**
If two Performance Measures are rated developing and two are rated exemplary	**The Summative Rating shall be accomplished only if Environment or Instruction is rated exemplary.**
If two Performance Measures are rated accomplished and two are rated exemplary.	**The Summative Rating shall be exemplary only if Environment or Instruction is rated exemplary**

Professional Growth Plan
Assistance & Intensive Assistance

The Professional Growth Plan for Assistance/Intensive Assistance will be implemented for all certified staff that require such support for assistance and/or correction. See the Professional Growth Plan for Assistance and Intensive Assistance located in the Appendix (see pg. 28-34).

Appeals

Pursuant to KRS 156.557, certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix (see pg. 35-37).

Christian County Schools

Certified

Evaluation Plan

Appendix

Principals

District Administrators

Certified Coordinators

SELF REFLECTION & PROFESSIONAL GROWTH PLAN

District Certified Administrators & Coordinators

Name:	Position:
Location:	School Year:

Self-Reflection on the Professional Standards for Educational Leadership aligned with the Performance Measures

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

Performance Measures	Self-Assessment				Strengths and areas for growth
PERFORMANCE MEASURE INSTRUCTION **STANDARD 1. MISSION, VISION, AND CORE VALUES** **Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.** **a) Develop an educational mission for the school to promote the academic success and well-being of each student.** **b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.** **c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.** **d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.** **e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.** **f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.** **g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.**	I	D	A	E	
PERFORMANCE MEASURE ENVIRONMENT **STANDARD 2. ETHICS AND PROFESSIONAL NORMS** **a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.**	I	D	A	E	

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement. c) Place children at the center of education and accept responsibility for each student's academic success and well-being. d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity. e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures. f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.				
PERFORMANCE MEASURE ENVIRONMENT **STANDARD 3. Equity and Cultural Responsiveness** Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being. a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context. b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning. c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success. d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner. e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status. f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society. g) Act with cultural competence and responsiveness in their interactions, decision making, and practice. h) Address matters of equity and cultural responsiveness in all aspects of leadership.	I	D	A	E
PERFORMANCE MEASURE INSTRUCTION **STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT** Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being. a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive. b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning,	I	D	A	E

the identities and habits of learners, and healthy sense of self. **c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.** **d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.** **e) Promote the effective use of technology in the service of teaching and learning.** **f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.** **g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.**				
PERFORMANCE MEASURE ENVIRONEMENT **STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS** **Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.** **a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.** **b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.** **c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.** **d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.** **e) Cultivate and reinforce student engagement in school and positive student conduct.** **f) Infuse the school's learning environment with the cultures and languages of the school's community.**	I	D	A	E
PERFORMANCE MEASURE PLANNING **STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL** **Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.** **a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.** **b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.** **c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.**	I	D	A	E

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student. **e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.** **f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.** **g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.** **h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff.** **i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.**				
PERFORMANCE MEASURE ENVIRONMENT **STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF** **Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.** **a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.** **b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.** **c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.** **d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.** **e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.** **f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.** **g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.** **h) Encourage faculty-initiated improvement of programs and practices.**	I	D	A	E
PERFORMANCE MEASURE ENVIRONMENT **STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY** **Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually**	I	D	A	E

beneficial ways to promote each student's academic success and well-being. a) Are approachable, accessible, and welcoming to families and members of the community. b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students. c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments. d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school. e) Create means for the school community to partner with families to support student learning in and out of school. f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement. g) Develop and provide the school as a resource for families and the community. h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community. i) Advocate publicly for the needs and priorities of students, families, and the community. j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.					
PERFORMANCE MEASURE PLANNING **STANDARD 9. OPERATIONS AND MANAGEMENT** **Effective educational leaders manage school operations and resources to promote each student's academic success and well-being** a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school. b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs. c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement. d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.	I	D	A	E	
PERFORMANCE MEASURE INSTRUCTION **STANDARD 10. SCHOOL IMPROVEMENT** **Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being** a) Seek to make school more effective for each student, teachers and staff, families, and the community.	I	D	A	E	

b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school. **c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.** **d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.** **e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.** **f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.** **g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.** **h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.** **i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.** **j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.**					

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the self-reflection on which to focus your professional growth goal(s).

Professional Growth Goal Statement:
Performance Measure/Standard connected to the PGP Goal:
Activities to provide evidence for accomplishing the PGP Goal:

Evaluatee's Signature:	**Date:**
Superintendent's Signature:	**Date:**

PGP End-of-Year Status & Reflections	
PGP Status of Growth Goal(s): 　　Continue:_____ 　　Completed:_____ 　　Not Started:_____	**Next Steps:**

Evaluatee's Signature: **Comments:**		**Date:**
Evaluator's Signature: **Comments:**		**Date:**

A signed and dated copy of the PGP must be provided to the district office for the personnel file.

SUMMATIVE RATING

PROFESSIONAL PRACTICE

PRINCIPAL & ASSISTANT PRINCIPAL

Principal/Assistant Principal's Name: _____   School: _____

Evaluator's Name: _____   Date: _____

Step 1: Assign the Overall Rating for each Performance Measure

Performance Measures	Overall Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to determine the Overall Summative Rating

Performance Measure Criteria for a Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
IF	**THEN**
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u>.
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing</u> or <u>ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u>.
If two Performance Measures are rated developing and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u>.
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u>.
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u>.	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction is rated <u>exemplary</u>

Step 3: Using the criteria in step 2 assign the Overall Summative Rating

Overall Summative Performance Rating	Ineffective	Developing	Accomplished	Exemplary

Evaluator's Comments _____

_____

 Evaluator's Signature: _____   Date: _____

Evaluatee's Signature: _____   Date: _____

Evaluatee's Comments: _____

_____

Summative Evaluation

for
District Certified Administrators & Coordinators

Name: _____ Position: _____ Location: _____

Evaluator: _____ Date: _____

Step 1: Assign the Overall Rating for each Performance Measure

Performance Measures	Overall Rating			
Planning	Ineffective	Developing	Accomplished	Exemplary
Environment	Ineffective	Developing	Accomplished	Exemplary
Instruction	Ineffective	Developing	Accomplished	Exemplary
Professionalism	Ineffective	Developing	Accomplished	Exemplary

Step 2: Apply the following criteria to determine the Overall Summative Rating

Performance Measure Criteria for a Summative Rating

Criteria for Determining Overall Performance Measure for a Summative Rating	
IF	**THEN**
If Environment <u>and</u> Instruction are both rated <u>ineffective</u>	The Summative Rating is <u>ineffective</u>.
If Environment <u>or</u> Instruction is rated <u>ineffective</u>	The Summative Rating is <u>developing</u> or <u>ineffective</u>
If Planning <u>or</u> Professionalism is rated <u>ineffective</u>	The Summative Rating shall not be <u>exemplary</u>.
If two Performance Measures are rated developing and two are rated <u>accomplished</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>accomplished</u>.
If two Performance Measures are rated <u>developing</u> and two are rated <u>exemplary</u>	The Summative Rating shall be <u>accomplished</u> only if Environment or Instruction is rated <u>exemplary</u>.
If two Performance Measures are rated <u>accomplished</u> and two are rated <u>exemplary</u>.	The Summative Rating shall be <u>exemplary</u> only if Environment or Instruction is rated <u>exemplary</u>

Step 3: Using the criteria in step 2 assign the Overall Summative Rating

Overall Summative Performance Rating	Ineffective	Developing	Accomplished	Exemplary

Evaluator's Comments _____

_____

Evaluator's Signature: _____ Date: _____

Evaluatee's Signature: _____ Date: _____

Evaluatee's Comments: _____

_____

Principal

District Certified Administrators & Coordinators

Professional Growth Plan for *Assistance*

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does not meet rating" on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The evaluator and the evaluatee must identify corrective action goals and objectives: procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. **Standard Number**
    Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or *"does not meet"* rating assigned.

2. **Present Professional Development Stage**
    (Select the stage of professional development that best reflects the evaluatee's level.)

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

3. **Growth Objective(s) Goals**
    Growth objectives and goals must address the specific standard(s) rated as inadequate or *"does not meet"* on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).

4. **Procedures and Activities for Achieving Goal(s) and Objective(s)**
    Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

5. **Appraisal Method and Target Date**
    List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.

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

Professional Growth Plan for *Assistance*

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		

PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES	TARGETED DATE

Employee's Comments	
Supervisor's Comments	

Implementation *I understand that in the event this Assistance Growth Plan is deemed unsuccessful by my evaluator; an Intensive Assistance Professional Growth Plan will be implemented with the help of an assistance team as explained in the district Certified Evaluation Plan.*
Employee's Signature:_____   Date:_____
Supervisor's Signature:_____   Date:_____

The following PGP Review record shall be used as needed to record evidence of the progress.

PGP for Assistance Review			
Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**
Employee Signature: _____		**Supervisor Signature:_____**	
Date:_____		**Date:_____**	

PGP for Assistance Review			
Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**
Employee Signature: _____ **Date:_____**		**Supervisor Signature:_____** **Date:_____**	

PGP for Assistance Review			
Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**
Employee Signature: _____ **Date:_____**		**Supervisor Signature:_____** **Date:_____**	

PGP for Assistance Review			
Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**
Employee Signature: _____ **Date:_____**		**Supervisor Signature:_____** **Date:_____**	

PGP for Assistance Review			
Progress Notes:			
Check Status:	**PGP Achieved**	**PGP Revised**	**PGP Continued**
Employee Signature: _____ **Date:_____**		**Supervisor Signature:_____** **Date:_____**	

Professional Growth Plan for *Intensive Assistance*

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or *"does not meet rating"* on any one or more <u>Standards</u> from the Summative Evaluation or when an immediate change is required in practice or behavior. The Intensive Assistance Team and the evaluatee <u>must</u> identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to <u>document</u> all actions taken to assist the evaluatee in improving his/her performance.

1.   **Intensive Assistance Team**
        The evaluator conferences with the employee and indicates the desire to bring in an Intensive Assistance Team. In collaboration with the employee, a team is mutually selected. The evaluator, employee, and team members meet to discuss the assistance process and develop the Intensive Assistance Plan.

2.   **Development of Intensive Assistance Plan**
        a.   *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or "does not meet" rating assigned.
        b.   *Select the stage of professional development* that best reflects the evaluatee's level.
                        O = Orientation/Awareness
                        A = Preparation/Application
                        I = Implementation/Management
                        R = Refinement/Impact
        c.   *Growth objectives and goals* must address the specific standard(s)
                rated as inadequate or "does not meet" on the Summative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness (es).
        d.   *Procedures and Activities* for Achieving Goal(s) and Objective(s)
                Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.
        e.   *Appraisal Method and Target Date*
                List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and recordkeeping of all actions must be provided to the evaluatee.
        f.   *Documentation* of all reviews, corrective actions, and evaluator's
                assistance must be completed in summary format with recommendations. (forms attached)

1.   **Evaluation of Progress**
        If, in the judgment of the evaluator, the employee makes progress with the team's assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.
        (When there is no improvement in performance toward meeting the standard with the help of an Intensive Assistance Team, the evaluator must take the necessary steps toward the termination of said employee.)

The purpose of the INTENSIVE ASSISTANCE PLAN is to provide the employee every possibility to attain the standards of performance of the district. Any EMPLOYEE, teacher or administrator, should understand that the request for an Intensive Assistance Team is the district's last attempt to salvage the career of the employee and that if the standards are not attained, the employee is subject to termination.

INTENSIVE ASSISTANCE PLAN Record

Log of Activities

Employee:_____   School Year:_____

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Intensive Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1st Meeting of Intensive Assistance Team *Members in attendance initial here*				
2nd Meeting of Intensive Assistance Team *Members in attendance initial here:*				
3rd Meeting of Intensive Assistance Team *Members in attendance initial here:*				
4th Meeting of Assistance Team *Members in attendance initial here:*				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Signatures:
Employee/Date: _____

Evaluator/Date: _____

Assistance Team Members/Date: _____

* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

Professional Growth Plan for *Intensive Assistance*

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
INTENSIVE TEAM MEMBER NAMES:			

DOMAIN/STANDARD	PRESENT DEVELOPMENT STAGE	NEEDS ASSESSMENT
GROWTH OBJECTIVES/ DESIRED OUTCOMES		

PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES	TARGETED DATE

Employee's Comments	
Supervisor's Comments	

Implementation: *I understand that in the event this intensive assistance growth plan is deemed unsuccessful (as outlined in the district evaluation handbook) continued employment with the Christian County School District could be affected.*
Employee's Signature:_____ **Date:**_____
Supervisor's Signature:_____ **Date:**_____

Reviews shall occur as often as necessary

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date :
Progress Notes:		

Check Status:	PGP Achieved	PGP Revised	PGP Continued

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

Assistance Team Meeting Date:	Employee Signature/Date:	Intensive Team Members Signature's/Date:	
Progress Notes:			
Check Status:	PGP Achieved	PGP Revised	PGP Continued

* Intensive Assistance Observation Process will correspond with KTIP format. Each team member will complete a pre-observation conference, formal observation and post observation conference prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

APPEALS PANEL HEARING PROCEDURES

Evaluation

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval by the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with and which shall be implemented consistent with applicable statute and regulation.[1]

PURPOSE

The purpose of the professional growth and effectiveness system shall be to: support and improve performance of all certified school personnel and to inform individual personnel decisions.

The District may submit an alternative effectiveness evaluation system to the Kentucky Board of Education for approval.

REPORTING

The District shall report to KDE the percentage of principals, assistant principals and teachers in each overall performance category and the percentage of tenured teachers on each professional growth plan level.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall be explained to and discussed with certified school personnel no later than the end of the evaluatee's first thirty (30) calendar days of the school year as provided in regulation.

CONFIDENTIALITY

Evaluation data on individual classroom teachers shall not be disclosed under the Kentucky Open Records Act.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to submit a written response to be included in the certified employee's personnel record. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's evaluation file.[2]

APPEAL PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.[1]

ELECTION

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

Evaluation

TERMS

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

CHAIRPERSON

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

APPEAL TO PANEL

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

APPEAL FORM

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

CONFLICTS OF INTERESTS

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, spouse, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearing.

PANEL DECISION

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

Evaluation

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

REFERENCES:

[1]KRS 156.557; 704 KAR 003:370
703 KAR 005:225
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 6/27/2016
Order #: 142