

Mayfield Independent Schools

**Certified Evaluation Plan
5/20/19**

**Joey Henderson,
Superintendent**

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5.0 Model Certified Evaluation Plan

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Mayfield Independent CEP Roles & Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge & skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than the principal or assistant principal who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified Evaluation Plan (CEP):** The procedure and forms for the evaluation of certified school personnel below the level of the superintendent developed by an evaluation committee and meeting all the requirements of the KY Framework for Personnel Evaluation.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devote the majority of time in a position in a district for which certification is required by EPSB.
6. **Conference:** A meeting between the evaluator and evaluatee for the purpose of providing feedback, analyzing the results of an observation, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.577.
9. **Formative Evaluation:** is defined by KRS 156.577.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers, principals, and other professional who are rated ineffective in professional practice.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Observation:** A data collection process conducted by a certified observer in person or through video, for the purpose of evaluation, including notes, professional judgements, and examination of artifacts made during one or more classroom or work site visits of any duration.
13. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluates have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
14. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purpose of evaluation and providing feedback.
15. **Other Professionals:** Certified school personnel except for teachers, administrators, assistant principals and principals.
16. **Performance Criteria:** Areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
17. **Performance Measure:** One of four measures (planning, environment, instruction, and professionalism) defined in in KY Framework for Personnel Evaluation.
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 evaluation plan aligned to KY Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.
19. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the EPSB pursuant to 16 KAR 3:050.
20. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel and that uses clear and timely feedback to guide professional development.

21. Professional Growth Plan: An individual plan for certified school personnel that is focused on improving the professional performance and leadership skills, aligned with performance measures and the specific goals and objectives of the school improvement plan or district improvement plan, built using a variety of sources and types of data, produced in consultation with the evaluator as described in KRS 156.577.
22. Self-Reflection: 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.
23. Sources of Evidence: District approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in section 8 of 704 KAR 3:370.
24. Summative Evaluation: Is defined by KRS 156.557(1)(d).
25. Summative Rating: Overall rating for certified school personnel below the level of superintendent as determined by the district evaluation plan aligned to the KY Framework for Personnel Evaluation.
26. 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 16KAR 2:010 or 16KAR 2:020.
27. Working Conditions Survey Goal: a school improvement goal set by a principal or assistant principal every 2 years with the use of data from the department approved-working conditions survey.

Mayfield Independent Schools 50/50 Committee

Beverly Dail – Teacher, MES
Kim Reed – Principal, MMS
Ginny Burchett – Teacher, MMS
Karen Tyler – Teacher, MES

Beth Scarbrough – Teacher, MHS
Billy Edwards – Principal, MHS
Beverly Offutt – Supervisor, Bd Office
Heather Dublin – Principal, MES

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The KY 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 Framework for Other Professionals

Planning and Preparation

Environment

Instruction/Delivery of Service

Professional Responsibilities

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

The use of professional judgement based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgement 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 measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

Required Sources of Evidence: Professional Growth Planning, Self-Reflection, Observation

Local District Decision of Evidence: Other Measures of Student Learning, Products of Practice, and Other Sources.

All components and sources of evidence related supporting an educator's professional practice will be completed and documented to inform the summative performance rating. All summative ratings will be recorded in the board approved platform. *The original copy of the summative rating will be placed in the official personnel record at the central office.

SOURCES OF EVIDENCE/Framework for Teaching Alignment

SOURCES OF EVIDENCE To Inform Professional Practice			FRAMEWORK for TEACHING (Fft)	
Self - Reflection	Professional Growth	Supervisor Observation	Component	Domain
Professional Growth Planning and Self Reflection	Evidence (pre and post conference)	1a - Knowledge of Content/Pedagogy		Planning & Preparation
		1b - Demonstrate Knowledge of Students		
		1c - Setting Instructional Outcomes		
		1d - Demonstrates Knowledge of Resources		
		1e - Designing Coherent Instruction		
		1f - Designing Student Assessment		
	Observation	2a - Creating Environment of Respect and Rapport		Classroom Environment
		2b - Establish Culture of Learning		
		2c - Maintaining Classroom Procedures		
		2d - Managing Student Behavior		
		2e - Organizing Physical Space		
		3a - Communication with Students		Instruction
		3b - Questioning & Discussion Techniques		
		3c - Engaging Students in Learning		
		3d - Using Assessment in Learning		
	3e - Demonstrating Flexibility & Responsive			
	Evidence (pre and post conferences)	4a - Reflecting on Teaching		Professional Responsibilities
		4b - Maintaining Accurate Records		
		4c - Communicating with Families		
		4d - Participating in Professional Learning Communities		
		4e - Growing and Developing Professionally		
4f - Showing Professionalism				

Professional Practice

Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are interactive 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; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

Required

All teachers and other professionals (counselors, speech & language pathologist and media specialist) participate in self-reflection and professional growth planning each year.

Self-reflection and PGP will be completed and approved by Sept. 30.

Staff hired after the first day of school will complete the self-reflection and PGP in the first 30 days of employment.

Local District Decision

Timeline for Self-Reflection & Professional Growth Plan

August/September	Teacher reflects on his/her current growth needs based on data and identifies an area of focus.
October	Collaborates with his/her administrator, develops growth plan, and action steps.
Nov.-Jan.	Implementation/Reflection on progress and impact of the plan on his/her professional practice.
January	Modifies plan as appropriate.
Jan.-April	Continued implementation and ongoing reflection.
April	Summative reflection on the degree of goal attainment and implications for next steps.

*Timeline will be tentative based on any adjustment of the calendar year.

Self-Reflections and Professional Growth Plans will be entered into the district approved platform. Building Principals and Assistant Principals will be responsible for monitoring the Self-Reflection and PGP process. The building administrators will confirm that all staff meet the district deadlines for completion.

Observation

The supervisor's observation process is one source of evidence to determine educator effectiveness for each certified teacher and other professionals. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. Supervisor observation will be used to inform a summative rating. The rationale for observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

Required

Certified teachers and other professionals will have two scheduled observations lasting a minimum of 30 minutes during the year they are evaluated.

Local District Decision

If a teacher/other professional is not present 60% of the instructional days the principal may suspend the summative until the following year. This will be documented at the district office and communicated by the instructional supervisor to each school principal.

Evidences of observations will be documented in the approved platform.

Evidences observed from walk through visits may be documented and used if the administrator communicates the observed evidence to the teacher.

Frequency of Evaluation:

- A. Tenured teachers and other professionals shall be evaluated once every three years.**
 1. Certified personnel who are to be evaluated will be identified at each building level. Approximately 1/3 of a building will be evaluated per year.
 2. Scheduled observations:
 - a. The evaluator shall make at least two (2) scheduled observations lasting a minimum of 30 minutes each year the personnel is evaluated.
 - b. Multiple observations may be necessary when performance is unsatisfactory.
 - c. Post-observation conference shall take place within five (5) working days after the observation.
 - d. Annual professional growth plan, aligned with the school/district improvement plan, shall be established by the person being evaluated and will be approved, revised or rejected by the evaluator.
 - e. Growth plans will be reviewed annually.
 3. Unscheduled Observations
 - a. Observations of an informal nature may be considered if they are made as a result of the ordinary performance of supervisory or administrative responsibilities.
 - b. Information collected through unscheduled observations shall be supported by documentation.
 - c. Teachers shall have the opportunity to review any documentation.
 - 4. Final Evaluation/Conference by April 30th.**
 - a. The summative report shall be a composite of all scheduled and unscheduled observations.
 - b. The evaluator shall complete the summative for in the approved district platform.
 - c. The summative form must be signed by both the evaluator and the certified employee.
 - d. One copy of the completed form will be given to the employee, one copy shall be placed in the employee's file at the school, and the original copy will be sent to central office.

e. Evaluator files the completed form with central office by April 30th. Confidentially shall be maintained.

5. The certified employee will implement their professional growth plan during the evaluation cycle.

B. Non-tenured teachers and other professionals shall be evaluated annually.

1. Certified personnel who are to be evaluated will be identified at each building level.

2. Scheduled observations:

a. The evaluator shall make at least two (2) scheduled observations lasting a minimum of 30 minutes each year the personnel is evaluated.

b. Multiple observations may be necessary when performance is unsatisfactory.

c. Post-observation conference shall take place within five (5) working days after the observation.

d. An annual professional growth plan, aligned with the school/ district improvement plan, shall be established.

e. Growth plans will be reviewed annually.

3. Unscheduled observations

a. Observations of an informal nature may be considered if they are made as a result of the ordinary performance of supervisory or administrators responsibilities.

b. Information collected through unscheduled observations shall be supported by documentation.

c. Teachers shall have the opportunity to review any documentation.

4. Final Evaluation/Conference by April 30

a. The final conference (summative) between evaluator and certified personnel shall be completed by April 30th. One copy of the completed signed evaluation form will be given to the certified employee, one copy shall be placed in the certified employee's file in the office of the evaluator, and the original copy will be sent to the central office.

b. The summative report shall be a composite of all scheduled and unscheduled observations.

Observation Schedule

Required

Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year. (Administrators must have completed the initial Certified Evaluation Training prior to conducting observations.)

Local District Decision

Step 1

first 30 calendar days of reporting for employment

Orientation: The evaluation criteria used to evaluate school personnel shall be explained and discussed with the certified personnel within 30 calendar days of reporting for employment. All certified employers that will be evaluated this school year are assigned to their immediate supervisor.

Step 2-1 (if KTIP exist in budget)

adhere to KTIP guidelines

Formal Observation: Conduct formal observations and collect formative data (Intern Teacher and Principal); post observation conference held within 5 working days of the observation.

Step 2

completed in fall semester

1st Formal Observation: Conduct formal observation and collect formative data (Teacher/Other Professional); post observation conference held within 5 working days of the observation.

Step 3

completed in spring semester

2nd Formal Observation: Conduct formal observation and collect data (Teacher/Other Professional); post observation conference held within 5 working days of the observation.

Step 4**a minimum of one site visit per semester**

Formal Observation: Conduct formal observation and collect formative data (**Administrators, School and District**); **post conference held within 5 working days of the observation.**

Step 5**by September 30th**

Individual Professional Growth Plan: An individual professional growth plan shall be developed jointly by evaluator and evaluate.

Step 6**by April 30th**

Summative Evaluation: Evaluator completes evaluation summary and provides a copy to the employee. The original copy will be placed in the official personnel record at the central office.

Step 7**by May 1st**

Superintendent Recommendation: Evaluator recommends reemployment/termination to superintendent.

- Multiple observations may be necessary when observations results are determined to be ineffective.
- Walk through evidence may be used for summative evaluation.
- Late hires will complete the PGP within the first 30 days of employment.
- Teachers and Other Professions that have an extended leave of absence must be in the classroom 60% of the instructional days for evaluation purposes.
- Teachers/Other Professionals that are hired the first 60 days of school will follow the same guidelines as stated.

Observation Conferencing

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

Required

Conduct observation conference within five working days following each observation.

Local District Decision

- The summative evaluation conference shall be held at the end of the evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- The administrator may determine that the pre-conference for the summative may be conducted through electronic, written, or personal correspondence on full evaluations, while post conferences will be completed in person within 5 working days.
- Observations do not require a pre-conference, but must have a face to face post conference within 5 working days.

Observer Certification

All new administrators serving as a primary evaluator must complete the initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

- Only supervisors who have passed the proficiency assessment can conduct observations for the purpose of evaluation. In the event that a supervisor has yet to complete the certification, or if the supervisor does not pass the assessment, the district will provide the following supports:
- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
- In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers and other professional have access to observations by making the following decisions:

Local District Decision

- All supervisors will complete the certification procedure by October 1st if they are hired prior to school beginning. If a supervisor fails to successfully complete the certification process by October 1st date, certified supervisors of another school in the district will be assigned by the Director of Instruction and substitute in observing teachers for the uncertified until he/she becomes certified supervisor. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The only duty the uncertified supervisor will not perform assign evidence to domains. Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.
- All late hires will have 30 working days to complete the certification based on need. If not completed within 30 working days, the late hires will be given the same supports as the other administrators.

Observer Calibration

As certified observers may tend to experience "drift" in rating accuracy, the district completes a calibration process each year where initial certification is not required. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All observers will calibrate every year after the initial certification. All evaluators will receive personnel evaluation system training- minimum of six (6) hours annually of EILA-approved training.

All evaluators will meet CEP requirements prior to conducting a formative or summative evaluation

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the overall rating based on professional judgement informed by the evidence based on the KY Framework for Teaching. The KY Framework for Teachings four domains are placed in one of four performance measures (Planning, Environment, Instruction, and Professionalism). Evaluators use evidences in combination with professional judgement to inform the evalutee's rating for each performance measure. The evaluator will provide a rating for each performance measure based on evidence and professional judgement. The evaluator will then assign the evalutee a summative rating based on the District rules on the following pages.

Required

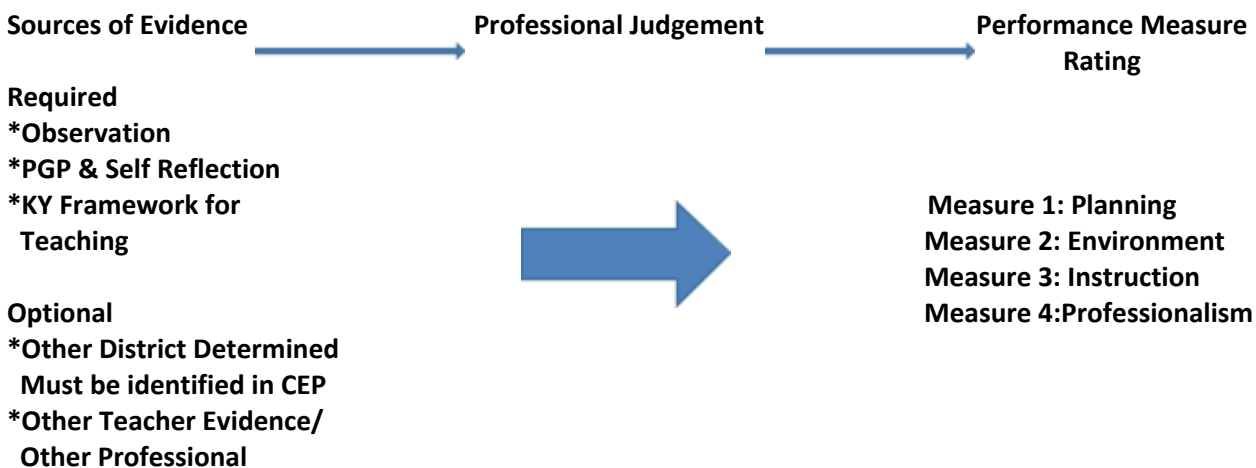
- Provide a rating for each performance measure based on evidence and professional judgement. (look at District rules on the following pages)
- Evaluatees will receive a copy of the summative rating with the original copy placed in the official personnel record.
- Evaluatees have the opportunity to submit a written statement in response to the summative rating and it will be included in the official personnel record.
- Measures will be scored as follows:

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.



KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS/OTHER PROFESSIONALS

SOURCES OF EVIDENCE		PERFORMANCE RATING		
*Observation		MEASURE 1: Planning	PROFESSIONAL	
	PROFESSIONAL	MEASURE 2: Environment	JUDGEMENT &	SUMMATIVE
*PGP & Self Reflection	→	MEASURE 3: Instruction	→	RATING
*Optional: District Determined	JUDGEMENT	MEASURE 4: Professionalism	DECISION RULES	

DISTRICT RULES FOR DETERMINING THE SUMMATIVE RATING

CRITERIA FOR DETERMINING SUMMATIVE RATING FOR TEACHERS & OTHER PROFESSIONALS

IF...	THEN...
Measures 2 & 3 are rated INEFFECTIVE	Summative rating shall be INEFFECTIVE
Measures 2 or 3 are rated INEFFECTIVE	Summative rating shall be DEVELOPING OR INEFFECTIVE
Measures 1 or 4 are rated INEFFECTIVE	Summative rating shall NOT be EXEMPLARY
Two measures are rated DEVELOPING and two measures are rated ACCOMPLISHED	Summative rating shall be ACCOMPLISHED
Two measures are rated DEVELOPING and two measures are rated EXEMPLARY	Summative rating shall be ACCOMPLISHED
Two measures are rated ACCOMPLISHED and two measures are rated EXEMPLARY	Summative rating shall be EXEMPLARY

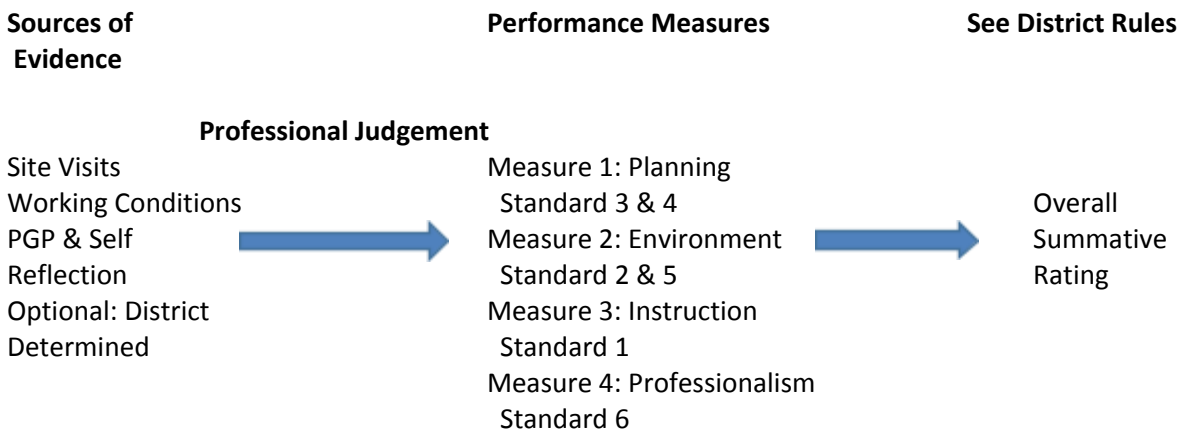
**PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS
SYSTEM**

APRIL 2018

Principal Professional Growth & Effectiveness System Components

Overview:

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgement based on this evidence when evaluating principals. The role of evidence and professional judgement in the determination of ratings on standards and an overall rating on the measures is paramount in this process. As per 704 KAR 3:370, the performance measures utilized shall be planning, environment, instruction, and professionalism. Performance criteria for the measures will be the KY Principal Performance Standards. Each standard will be placed in one of four measures and used as evidence, in combination with professional judgement to inform the evaluator's rating on performance. Performance will be rated for each measure in four levels - Ineffective, Developing, Accomplished, and Exemplary. The summary rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure and application of the district rule. The following graph outlines the evaluation model to be implemented by the district.



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

Required Sources:

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

Local District Decision: (see page)

- Other Measures of Student Learning
- Products of Practice

SOURCES OF EVIDENCE/Framework for Principal/Assistant Principal Alignment

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
Standards	Site Visits	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organizations, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	the principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
		Observation: District identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
SOURCES OF EVIDENCE To Inform Professional Practice	Professional Growth	Professional Growth Planning and Self Reflection					
	Self - Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication s and Community Relations	Professionalism
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback					
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; facilities & Resources; Teacher Leadership; New Teacher Support

Professional Practice

Professional Growth & Self-Reflection

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

Required:

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

Local District Decision:

- Self-reflections and Professional Growth Plans will be completed, approved, and submitted by September 30th. Principals/Assistant Principals hired after the first day that students attend will complete the Self-Reflection and Growth Plan in the first 30 days of employment.
- Self-Reflections and Professional Growth Plans will be entered into the district approved platform. The superintendent or designee will be responsible for monitoring and approval of the self-reflection and professional growth plan. The superintendent or designee will confirm that all principals/assistant principals meet the district deadlines for completion.

Site-Visits

Completed by supervisor of principal or designee – *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.

Required:

- Site-Visits will be conducted at least two times a year. (not required for assistant principal)

Local District decision:

- 2 site-visits will be conducted annually for a minimum of 2 hours each. (1 each semester)
- Conduct the observation post-conference within 5 working days of the site-visit.
- During the follow-up conference with the principal, the superintendent will review all of the Principal Performance Standards and give feedback about each standard, and a score will be given for each measure.
- Late hires would still require 2 site-visits which may be done in the same semester.
- District will document evidence in the district approved platform and the personnel file.

Conferencing:

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

Bullets are possible discussion points during the 3 conferences held annually. Conferences may be completed as part of the site-visits.

1. Beginning of the Year Conference
 - Purpose of the Meeting
 - Discuss reflections
 - Discuss and come to agreement on the student group
 - Discuss reflections of the Principal Performance Standards
 - Discuss and come to an agreement on the PGG and action plan
 - Questions/Concerns/ Comments
 - Set tentative date for Mid-Year Review
2. Mid-Year (Conference)
 - Purpose of the Meeting
 - Discuss first observation/site visit and provide feedback
 - Progress toward Student growth
 - Discuss documentation of each standard- determine if any other documentation is needed
 - Questions/Concerns/Comments
 - Set tentative date for End of Year Review
3. End of the Year (Conference)
 - Purpose of the Meeting
 - Discuss second observation/site visit and provide feedback
 - Student growth
 - Share progress toward Professional Growth Goal
 - Discuss progress of each standard-determine if any other documentation is needed
 - Discuss overall rating
 - Questions/Concerns/Comments

Local District Decision:

- Principals will refer to the 4 performance measures and the prior year's TELL Survey results to identify the areas for growth and will be used as a source of evidence in the development of the Professional Growth Plan.
- A working condition survey developed by the district will also be implemented for the year that the TELL Survey is not given.

Working Condition Goal

Goal inherited by Assistant principal (same as Principal's)

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

Required:

- **Developed following the completion of the TELL Survey.**
- **Minimum of one two year goal.**

Local District Decision:

- Describe the process implemented to establish The Working Condition Goal

- Describe how a mid-point review will be conducted (district survey)
- Identify any additional surveys or evidence that will be used to inform the Working Conditions Goal.
- District will document evidence on the district approved platform

Working Condition Goal(s)

Principals are responsible for setting **one 2-year Working Condition Goal** that is based on information in the most recent TELL Kentucky survey and any additional relevant data which might include school level documentation, etc.. The goal will be recorded on the district approved platform. The following process will be followed to develop the goal:

- Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that have similar results.
- Once these are identified, the principal will connect these questions to the Principal Performance Standards.
- Next, the principal will develop a Working Condition Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next two school years.
- A rubric will be completed that will set the measures for the 4 different scores: Exemplary, Accomplished, Developing, and Ineffective. (given below)
- The next step will be the Action Plan completed by the principal that will prioritize the steps taken to accomplish the established goal.
- Ongoing reflection and modification of the strategies will be implemented when necessary.
- During the Mid-year review a district developed sample survey can be used, or engaging staff in formal conversations that provide feedback on the progress of the WCG.
- During the evaluation summary meeting the principal and superintendent will review the results from the TELL survey and assign a score to the principal's goal.

Working Conditions Rubric

Example - A principal has identified a WCG area and has set a goal of increase from 21% to 50% agreement on the identified question(s). The rubric with a built in range of + or – 10% would be:

- Exemplary: Above 55% Agreement
- Accomplished: 45%-55% Agreement
- Developing: 22%-44% Agreement
- Ineffective: 21% or below Agreement

The rubric will be a collaborative effort using the categories of Exemplary, Accomplished, Developing, and Ineffective. Rating scale for the rubric will reflect growth in + or – 10% scale. Rubric will be adjusted if goal is less than 10%. Example:

- Exemplary: Above Accomplished Goal
- Accomplished: + 10% of goal
- Developing: baseline set for goal
- Ineffective: below the baseline

Products of Practice/Other Sources of Evidence

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

Required Evidence

- Professional Growth Planning and Self-Reflection
- Site-visits (not assistant principal)
- Working Condition Goal

Local District Decision

- Mayfield Principals can choose from the following evidence:
 - a. SBDM Minutes
 - b. Faculty Meeting Agendas and Minutes
 - c. Department/Grade Level Meeting Agendas & Minutes
 - d. PLC Agendas & Minutes
 - e. Leadership Team Agendas & minutes
 - f. Instructional Round/Walk-through Documentation
 - g. Budgets
 - h. EILA/Professional Learning Experience Documentation
 - i. Surveys
 - j. Professional Organization Memberships
 - k. Parent/Community Engagement Surveys
 - l. Parent/Community Engagement Events Documentation
 - m. School Schedules
 - n. Student Growth
 - o. Products of Practice

Determining the Summative Rating

Superintendents are responsible for determining the summative rating for each principal at the conclusion of their summative evaluation each year. The performance criteria for the measures- planning, environment, instruction, and professionalism as per 704 KAR 3:370 will be the KY Principal and Assistant Principal Performance Standards. Each standard will be placed in one of the four measures and used as evidence, in combination with professional judgement to inform the superintendent's rating on performance. Each measure will be assigned the following ratings: Exemplary, Accomplished, Developing, and Ineffective. The summative rating for the principals will be assigned by implementing the district's decision rules on the following two pages.

Required:

- Use decision rules to determine summative rating
- Summative rating will be completed by April 30th
- Evaluatees will receive a copy of the summative rating and the official copy will be placed in the official personnel record.

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF PRINCIPALS

	SOURCES OF EVIDENCE		PERFORMANCE RATING		
PROFESSIONAL	*Site Visits	PROFESSIONAL	MEASURE 1: Planning Standard 3 & 4	PROFESSIONAL	
PRACTICE	*Working Conditions	JUDGEMENT	MEASURE 2: Environment Standard 2 & 5	JUDGEMENT &	SUMMATIVE
	*PGP & Self Reflection	→	MEASURE 3: Instruction Standard 1	→	RATING
	*Optional: District Determined		MEASURE 4: Professionalism Standard 6	DECISION RULES	

DISTRICT RULES FOR DETERMINING THE SUMMATIVE RATING

CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S RATING

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in 3 of the performance measures and no measure rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in 3 of the performance measures and no measure is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in 3 of the performance measures	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in 2 of the performance measures	Professional Practice Rating shall be Ineffective

Other District Certified Personnel

Other district certified administrators shall be evaluated annually using the process detailed below. Each job role has been assigned specific performance criteria that are aligned to the PSEL standards. The evaluator will use professional judgement in combination with the evidence from self-reflection/growth plan and conferences to reach a rating for each of the four performance measures. The PGP will be developed from the results of prior years evaluation reflection and completed the first 45 days of the school year. District Certified Personnel will have a minimum of 1 conference mid-year and a summative. The performance level ratings are: Ineffective, Developing, Accomplished, and Exemplary. Finally, the evaluator will use the district determined decision rules to reach an Overall Performance Rating. A copy of the Overall Performance Rating will be given to the evaluatee with the original copy placed in the official personnel record.

District	Planning	Environment	Instruction	Professionalism
Certified	Standards 3,4,5,6,	Standards 3,4,5,6,	Standards 1,2,3,4,	Standards 2 and 3
Personnel	7,8,9, and 10	7,8, and 9	5,6,7,8,and 9	

Professional Standards for Educational Leaders

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instructional, and Assessment
5. Community of Core and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Other Certified District Employees not including PPGES, TPGES, OPGES and Superintendent

IF...	THEN...
District Certified Personnel is rated Exemplary in 3 of the performance measures and no measure is rated Developing or Ineffective	Summative Rating shall be Exemplary
District Certified Personnel is rated Accomplished in 3 of the performance measures and no measure is rated Ineffective	Summative Rating shall be Accomplished
District Certified Personnel is rated Developing in 3 of the performance measures	Summative Rating shall be Developing
District Certified Personnel is rated Ineffective in 2 of the performance measures	Summative Rating shall be Ineffective

Appeals

PERSONNEL

03.18

-Certified Personnel-

Evaluation

Development of System

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

Purposes

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

Frequency of Summative

At a minimum, summative evaluations shall occur annually for each teacher or other professional who has not attained continuing service status. Summative evaluations shall occur at least once every three (3) years for a teacher or other professional who has attained continuing service status, as well as principals, assistant principals, and other certified administrators.

Reporting

Results of evaluations shall not be included in the accountability system under KRS 158.6455.

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 evaluatees **first thirty (30) calendar days** of the year as provided by 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 attach a written statement 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 personnel file.²

Appeal Panel

The District shall establish a panel to hear appeals from summative evaluations as required by law.1 The Panel shall consist of three (3) members for each hearing. An appeal panel shall not include staff from the same school where the evaluate and evaluator directly involved in the appeal are located.

Election

One (1) member and one (1) alternate to the Panel shall be elected by and from the certified employees of each school. The Board shall appoint one (1) certified employee to the panel.

Terms

All terms of panel members and alternates shall be for three (3) years. Panel members shall assume their responsibilities as soon as election results are announced. Elections shall be conducted and appointment made during the month of August.

Chairperson

The chairperson of the panel shall be elected by the panel for each appeal.

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 evaluate 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 she/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 hearings.

Panel Decision

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

Superintendent

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as she/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 3:370
703 KAR 5:225
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

Relate Policies:

20 3 .1 5, 03.16, 02.14

Adopted/Amended 7/17/2017
Order #8
Order #140

-CERTIFIED PERSONNEL- Appeals/Hearings

PURPOSE:

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:370. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluate and the evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of the documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.

2. The Panel will meet in advance to review all documents, discuss and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by the Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator(s) of the date, time, and place to appear before the Panel. The hearing date, time and place will be set at the preliminary hearing by the Panel to answer question.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped and a copy shall be provided to both parties if requested in writing. The original recording will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator (s), legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time by the Panel and will not be allowed to observe the proceedings.

HEARINGS

The following procedures will be implemented during the hearings:

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

Review/Revised: 7/16/2007

INDIVIDUAL CORRECTIVE ACTION PLAN

_____ School Year

The Individual Corrective Action Plan is developed when an evaluatee receives an ineffective rating(s) on the Summative Evaluation or at any time an immediate change is needed in practice or behavior.

INDIVIDUAL CORRECTIVE ACTION PLAN

For

Date _____ Work Site _____

Measure	*Present PG Stage:	Growth Objective/Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method And Target Dates

Evaluatee's Comments:

Evaluator's Comments:

Individual Corrective Action Plan Developed	STATUS: Achieved_____ Revised_____ Continued_____
<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> _____ Evaluator's Signature _____ Date </div>	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> _____ Evaluatee's Signature _____ Date </div>
<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> _____ Evaluator's Signature _____ Date </div>	<div style="display: flex; justify-content: space-between; border-top: 1px solid black; border-bottom: 1px solid black;"> _____ Evaluatee's Signature _____ Date </div>

*Professional Growth Plan Stages:
 O/A=Orientation/Awareness P/A=Preparation/Application I/M=Implementation/Management

EVALUATION APPEALS HEARING REQUEST FORM

I, _____, have been evaluated by _____ during this current school year evaluation cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator. I respectfully request the Mayfield Independent District Evaluation Appeals Panel to hear my appeal.

My appeal challenges the summative findings on:

- _____ substance
- _____ procedure
- _____ both substance and procedure

The date of the summative conference was _____.

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

****By signing this form the evaluatee understands the appeals committee shall view both confidential and sensitive evaluation information as it relates to job performance.***

Signature _____ Date _____

This form shall be presented in person or by mail to any member of the district Evaluation Appeals Panel. The time(or exact number of working days after the completion of the summative conference) is stipulated in the local district evaluation plan.