



Crittenden County Public Schools

202223

Certified Evaluation Plan

for

Teachers & Other Professionals

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

THE CRITTENDEN COUNTY SCHOOL DISTRICT HEREBY ASSURES THE COMMISSIONER OF EDUCATION THAT:

THIS EVALUATION PLAN WAS DEVELOPED BY AN EVALUATION COMMITTEE COMPOSED OF AN EQUAL NUMBER OF TEACHERS AND ADMINISTRATORS (KRS 156.557).

ADMINISTRATORS:

- 1) TONYA DRIVER, SUPERINTENDENT
- 2) SARAH RILEY, CRITTENDEN COUNTY ELEMENTARY SCHOOL PRINCIPAL
- 3) MELISSA QUERTERMOUS, CRITTENDEN COUNTY HIGH SCHOOL PRINCIPAL

CERTIFIED STAFF:

- 1) JAYME YOUNG, CRITTENDEN COUNTY ELEMENTARY SCHOOL TEACHER
- 2) NEAL BRYANT, CRITTENDEN COUNTY MIDDLE SCHOOL TEACHER
- 3) KIM VINCE, CRITTENDEN COUNTY HIGH SCHOOL TEACHER

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 JULY 26, 2022. (704 KAR 3:370)

SIGNATURE OF DISTRICT SUPERINTENDENT

DATE

SIGNATURE OF CHAIRPERSON, BOARD OF EDUCATION

DATE

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CERTIFIED EVALUATION PLAN TEACHERS & OTHER PROFESSIONALS

The goal of the Certified Evaluation Plan (CEP) is for every student to be taught by an effective teacher/other professional (OP) and every school led by an effective leader. The CEP is designed to create a fair and equitable system to measure teacher/OP and leader effectiveness and act as a catalyst for professional growth.

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. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557 (4).
16. **Performance Measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
17. **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.
18. **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.
19. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
20. **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.
21. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
22. **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.
23. **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 704 KAR 3:370.

ASSIGNMENT OF PRIMARY EVALUATOR

The immediate supervisor will assign the primary evaluator for each certified staff member assigned to his/her location by September 1st of each year. Late hires, after September 1st, will have an evaluator assigned within the first 30 calendar days of employment.

EVALUATOR EVALUATION & OBSERVER TRAINING

In order to evaluate teachers and other professionals, all evaluators are required to be trained in the initial certified evaluation training by KDE or the approved provider, as well as the district certified observation and evaluation training. Thereafter, annual update observation/evaluation training is required. The district observation/evaluation training will use the district selected or state observation training platform. Evaluators shall be provided with district support, resources, and EILA-approved training. Evaluators shall meet the CEP requirements prior to conducting summative evaluations.

Table 1: Observer/Evaluator Training

Evaluator Support			
Activity	Resources	Staff Responsible	Timeline
Successfully complete the initial state evaluator training	Approved Training	New Evaluator	Prior to summatively evaluating teachers and other professionals
Study of the Framework for Teaching (FFT)	The Framework for Teaching (Fft)	New Evaluator	Within 30 calendar days of employment
Annual District evaluation 6 hr. minimum training which must be EILA approved.	Observation Training Platform or other EILA-approved training	Evaluation Coordinator All Observer/Evaluators	Prior to the start of school or within 30 calendar days of employment

SERVING DUAL ROLES

Educators serving dual roles shall be evaluated on the job role as determined by the evaluator.

FIRST YEAR TEACHER INTERNSHIP PROGRAM (FORMERLY KTIP)

Teacher interns shall follow the intern process determined by the district. At a minimum, teachers and other professionals who are in their first year of teaching shall follow the one year summative cycle for certified teachers and other professionals. This data shall be used to inform the district performance measure for the summative rating.

THE KENTUCKY FRAMEWORK FOR TEACHING/ SPECIALIST FRAMEWORKS FOR OTHER PROFESSIONALS

The Kentucky Framework for Teaching is designed to support student achievement and professional practice for teachers and other professionals to include librarians, guidance counselors, instructional coaches, therapeutic specialists, and school psychologists through the domains of:

Framework for Teaching

Domain1: Planning & Preparation
 Domain 2: Classroom Environment
 Domain 3: Instruction
 Domain 4: Professional Responsibilities

Specialist Frameworks for Other Professionals

Domain1: Planning & Preparation
 Domain 2: Environment
 Domain 3: Delivery of Service
 Domain 4: Professional Responsibilities

All domains will be considered in determining the professional performance measure of Planning, Environment, Instruction, and Professionalism. Domains 1 and 4 will be measured through artifacts, conferencing, and/or observations. Domains 2 and 3 will be measured through observation and conferencing.

The Frameworks includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student

assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic performance measure of professional practice combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas. Evaluators must use the following categories of evidence in determining ratings for the summative evaluation as follows: self-reflection, professional growth planning (PGP), and observation.

Sources of evidence supporting an educator's professional practice shall be collected and documented by the evaluator. The district personnel file shall maintain the summative and PGP for evaluatees in the summative year.

PRODUCTS OF PRACTICE/OTHER SOURCES OF EVIDENCE

Products of practice include Observations by the evaluator, Self-Reflection, Professional Growth Plan, and other sources of evidence. Teachers and Other Professionals shall provide evidence to support their professional practice.

OTHER SOURCES OF EVIDENCE MAY INCLUDE:

- Evidence as identified in Domains 1-4 of the Framework for Teaching
- Walk-throughs
- Use of professional feedback
- Curriculum units
- Lesson plans
- PLCs contribution
- Self-reflections
- Professional conversations
- Fulfillment of duties
- Records of attendance
- Video lessons
- Action research
- Committee participation
- Engagement in professional organizations
- Guided Planning
- Minutes from PLCs
- Teacher reflections
- Records of student and/or teacher attendance
- Performance based measures with rubrics
- Formative and/or summative data
- Trend data
- Student academic data
- Student work samples
- Meaningful student feedback
- Student voice surveys & parent surveys
- Community engagement
- Communication logs
- Evidence Tool for Planning & Preparation
- Letters/memos of performance both outstanding or needs improvement
- Student data records
- Other sources of evidence agreed upon by the evaluatee & evaluator

SELF-REFLECTION & PROFESSIONAL GROWTH PLAN

The self-reflection provides the educator an opportunity to reflect on professional practices and set focused goals through the development of a Professional Growth Plan (PGP). The PGP addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including professional growth needs identified through self-assessment, classroom observation feedback, and student achievement. In collaboration with the evaluator, explicit goals are identified to drive the focus of professional growth activities, support, and on-going reflection. Teachers and other professionals shall participate in self-reflection and PGP each year, which serve as sources of evidence for the summative evaluation.

The teachers and other professionals shall:

- (1) Reflect on current growth needs based on multiple sources of data and identify areas of focus aligned with the school/district improvement plans;
- (2) Collaborate with the evaluator to develop a PGP;
- (3) Implement the plan;
- (4) Regularly reflect on the impact of the PGP making modifications as needed;
- (5) Collaborate with the evaluator to conduct an annual summative reflection, the degree of goal attainment, and next steps; document the PGP goal(s)' completion or continuation.

Table 1: Self-Reflection

Self- Reflection for Teachers and OP			
Activity Components	Timeline	Evaluatee Role Procedure/Documentation	Evaluator Role Monitoring
Initial Self-Reflection	Annually by August 30 th	Complete or revise the <i>Initial Self-Reflection</i> document to determine the current level of practice	Monitor completion of Initial Self-Reflections
Ongoing Reflection	After observations, prior to the post-conference	Complete reflection from post-observation	Monitor completion
Ongoing Reflection Review	During post-conference(s)	Complete reflection from post-observation	Provide feedback for Ongoing Reflection
<p><u>Protocol for Late Hires:</u> Evaluatees hired after the school year begins shall complete the Initial Self-reflection within 30 days of employment and follow the iterative process.</p>			

Table 2: Professional Growth Plan PGP

Professional Growth Plan for Teachers and OP			
PGP Components	Timeline	Evaluatee Role	Evaluator Role

PGP Development	Submit by Oct. 15 th Approval by Oct. 31 st	<ul style="list-style-type: none"> • Create a draft PGP document • Submit to evaluator for collaboration and approval 	<ul style="list-style-type: none"> • Collaborate with evaluatee to monitor PGP development • Approve PGP
PGP Ongoing Reflection	During post-conference or as needed	Review the PGP; make modifications as needed	<ul style="list-style-type: none"> • Collaborate with evaluatee to monitor and provide feedback
PGP End-of-Year Reflection	By April 15 th Summative Year By May 15 th For Teachers NOT in Summative Year	Review the PGP for goal achievement or next steps	<ul style="list-style-type: none"> • Conference with evaluatee to determine the PGP status for: <ul style="list-style-type: none"> ○ Continuation ○ Revision ○ Completion
<p><u>Protocol for Late Hires:</u> Evaluates hired after the first instructional day shall complete the PGP within the timeline of the CEP or within 45 days of employment and follow the iterative process.</p>			

OBSERVATION

The observation process is one source of evidence to determine educator effectiveness. The observation provides documentation and formative feedback to measure the effectiveness of professional practice.

Observations may begin after the teacher/other professional (OP) has participated in evaluation training, which must occur within 30 calendar days of reporting for employment.

- All observations (mini/full) shall be announced.
- All observations (mini/full) shall be documented in the district electronic platform.
- In the summative year, signed and dated copies of the written summative evaluations and PGPs shall be placed in the employee’s personnel file at the district office.
- All observation documents must be provided to the employee through electronic access or hard copy.
- Employees shall have an opportunity to provide a written response to all evaluations which shall be placed in the employee’s personnel file.
- The required number of observations is the minimum requirement. Additional observation(s) may be conducted if deemed necessary by the primary evaluator.

TIMELINE FOR LATE HIRES

Employees hired after the first instructional day during the first semester shall complete all components of the observation schedule. Employees hired during the second semester shall receive, at a minimum, one full observation.

OBSERVATION PRE-CONFERENCE

All observations require a pre-conference. See table below for required pre-conference format.

Table 3: Observation Pre-conference

Observation Pre-conference for TPGES/OPGES				
Observer	Observation Type	Resource	Timeline	Pre-Conference Format
Evaluator	Mini	<ul style="list-style-type: none"> ➤ <i>TPGES or OPGES Pre-observation Document</i> ➤ <i>Teacher's Lesson Plan</i> 	Prior to Observation	<u>Evaluator's Choice:</u> <ul style="list-style-type: none"> ➤ In-person or by email
Evaluator	Full	<ul style="list-style-type: none"> ➤ <i>TPGES or OPGES Pre-observation Document</i> ➤ <i>Teacher's Lesson Plan</i> 	Prior to observation	In-person

OBSERVATION MODELS WITH SCHEDULE

ONE YEAR CYCLE SUMMATIVE OBSERVATION MODEL

Non-tenured teachers and other professionals are on a one (1) year cycle for evaluation. Walk-through observations and other observations may be conducted to inform professional practice. Other evidence and professional judgement may be used to inform performance measures. Tenured teachers and other professionals on an Intensive Assistance Plan shall follow the one-year summative observation model.

Table 4: One Year Cycle Summative Observation Model

One Year Cycle Summative Observation Model for TPGES/OPGES				
Observer	Observation Type	Observation Time	Documentation	Observation Timeline
Evaluator	1st Mini OPGES Full or Site Visit	Minimum 20 Minutes	District electronic platform Domains 2 and 3	First Semester Annually
Evaluator	Full OPGES Full or Site Visit	Full Class/Lesson	District electronic platform Domains 1, 2, 3, and 4	Final Observation By April 15 th Annually

Summative Evaluation

The evaluator shall complete the Summative Evaluation annually in the district electronic platform by April 15th, and provide a signed and dated hard copy to the Director of Personnel for the employee's personnel file.

THREE-YEAR SUMMATIVE CYCLE

Tenured teachers and other professionals on the three (3) year summative cycle are required to have a minimum of one full observation from the evaluator within the three (3) year cycle. Mini-observations may occur during the first and second years of the summative cycle. Drop-in observations and other observations may be conducted to inform professional practice. Other evidence and professional judgment may be used to inform performance measures.

Table 5: Three Year Cycle Summative Observation Model

Three Year Cycle Summative Observation Model for Teachers and OP				
Evaluator	Full OPGES Full or Site Visit	Full Class/Lesson	District electronic platform Domains 1, 2, 3, and 4	April 20th 3rd Cycle Year
<p>Summative Evaluation Document</p> <p>The evaluator shall complete the Summative Evaluation document in the district electronic platform by <u>May 1st on a 3-year cycle</u> and provide a signed and dated hard copy to the Director of Personnel for the employee's personnel file.</p>				

PERFORMANCE MEASURES TO DETERMINE RATINGS

Four performance measures along with other evidence and professional judgement are used for each component within the domains of the Framework to determine a performance measure rating.

The four performance measures are as follows:

Table 7: Performance Ratings with Criteria Descriptions

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

OBSERVATION POST CONFERENCE

The post conferences must occur within five (5) working days following each observation. See Table below for details about resources and format.

Table 7: Post Conference

Observation Post-conference for TPGES/OPGES				
Observer	Observation Type	Resource	Post-conference Timeline	Post-Conference Format
Primary Evaluator	Mini	<ul style="list-style-type: none"> ● <i>Pre-observation Document</i> ● <i>Teacher's Lesson Plan</i> ● <i>Observation evidence</i> ● <i>KY Framework</i> ● <i>Post Conference Document for TPGES or OPGES</i> ● <i>Other Evidence</i> 	Within 5 Working Days of Observation	In-person
Primary Evaluator	Full	<ul style="list-style-type: none"> ● <i>Pre-observation Document</i> ● <i>Teacher's Lesson Plan</i> ● <i>Observation evidence</i> ● <i>KY Framework</i> ● <i>Post Conference Document for TPGES or OPGES</i> ● <i>Other evidence</i> 	Within 5 Working Days of Observation	In-person

DETERMINING THE RATING FOR SUMMATIVE EVALUATION

The Kentucky Framework for Teaching stands as the critical rubric for providing educators with concrete descriptions of practice associated with specific domains. The summative process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to Performance Measures of Planning, Environment, Instruction, and Professionalism for a summative rating.

SUMMATIVE EVALUATION PROCESS

- The summative evaluation conference and documentation shall be completed in the district electronic platform by April 15th for one-year cycle process and by May 1st for three-year cycle process.
- The observation results from mini and full observations for teachers and observations or site visits for OPs and other evidence in the cycle will be reviewed to assign a Performance Rating for: Planning, Environment, Instruction, and Professionalism. Then, the *Criteria for Determining Performance Measure for a Summative Rating* will be applied to determine the summative rating.
- All evaluatees shall be provided a copy of the summative form through electronic access or a hard copy.
- A hard copy shall be signed and dated by both the evaluator and evaluatee and submitted to the district for the evaluatee's personnel file.
- In addition to the appropriate KTIP forms, KTIP interns shall receive performance measures on the district's summative evaluation document in the summative conference.
- All evidences used to determine overall performance ratings will be documented in district e.ectronic platform or in other sources of evidences maintained by the evaluator.

Table 9: Performance Measure Criteria for a Summative Rating

<i>Criteria for Determining Performance Measure for a Summative Rating</i>	
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>

PROFESSIONAL GROWTH PLAN ASSISTANCE & INTENSIVE ASSISTANCE PLAN

The Professional Growth Plan for Assistance/Intensive Assistance will be implemented for all certified staff members that require such support for assistance and/or correction. See the Professional Growth Plan for Assistance/Intensive Assistance located in the Appendix. (see pg. 17-23).

APPEALS

Pursuant to KRS 156.557, certified employees who think they were not evaluated fairly 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. 24-30).

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 performance that best reflects the evaluatee’s level.)

Ineffective	Consistently fails to meet expectations for effective performance
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Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

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
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DOMAIN/STANDARD	PERFORMANCE STAGE ON DOMAIN/STANDARD
GROWTH OBJECTIVES/ DESIRED OUTCOMES	
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES	TARGETED DATE
Employee’s Comments	

Supervisor's Comments	
Implementation <i>*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.</i>	
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: _____		Supervisor Signature: _____	
Date: _____		Date: _____	

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: _____		Supervisor Signature: _____	

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

Each team member will complete a pre-observation conference, formal observation and post-observation conference prior to the 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*

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 Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The assistance team 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. Assistance Team

After a conference with the employer, the evaluator will indicate the desire to bring in an assistance team. The team will provide support and feedback to the employee through classroom observations, conferences and assistance team meetings. The evaluator, employee, and team members will 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 performance that best reflects the evaluatee’s level.

Ineffective	Consistently fails to meet expectations for effective performance
Developing	Inconsistently meets expectations for effective performance
Accomplished	Consistently meets expectations for effective performance
Exemplary	Consistently exceeds expectations for effective performance

- 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)

3. 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 placed back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard even with the help of an 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 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

Employee: _____

School Year _____

Management Record	DATES	DATES	DATES	DATES
Observation				
Professional Growth Plan Developed				
Request for Assistance Team				
Assistance Team Selected				
Evaluator/Supervisor/Colleague Meeting to explain assistance				
1 st Meeting of Assistance Team				
<i>Members in attendance initial here</i>				
2 nd Meeting of Assistance Team				
<i>Members in attendance initial here:</i>				
3 rd Meeting of Assistance Team				

<i>Members in attendance initial here:</i>				
4th Meeting of Assistance Team				
<i>Members in attendance initial here:</i>				
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: _____

PROFESSIONAL GROWTH PLAN FOR INTENSIVE ASSISTANCE

Form may be completed electronically or on electronic platform

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

DOMAIN/STANDARD	PERFORMANCE STAGE FOR DOMAIN/STANDARD	
GROWTH OBJECTIVES/ DESIRED OUTCOMES		
PROCEDURES AND ACTIVITIES FOR ACHIEVING GOALS AND OBJECTIVES		TARGETED DATE

Employee's Comments	
Supervisor's Comments	
Implementation: <i>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 Crittenden County School District will/may be affected.</i>	
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

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.

PERSONNEL

03.18

- CERTIFIED PERSONNEL -

Evaluation/Professional Growth Plan

DEVELOPMENT OF SYSTEM

The Superintendent shall recommend for approval by 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 with and which shall be implemented consistent with applicable statute and regulation. The District's certified evaluation plan shall be aligned with the Kentucky Framework for Personnel Evaluation.¹

PURPOSE

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. The District certified evaluation plan for certified personnel assigned to the District level for purposes of evaluation shall be specific to the evaluatee's job category.

FREQUENCY OF SUMMATIVE EVALUATIONS

At a minimum, summative evaluations shall occur annually for certified employees below the level of superintendent who have 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 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 personnel file.²

APPEAL PANEL

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

Elections shall be held and appointments made for the appeal panel during the month of September.

The election shall be conducted by the District contact person using the following criteria: open nominations, secret ballot, one person/one vote.

ELECTION

All members of the appeal panel shall be current employees of the District. Two (2) members of the appeals panel are elected by the entire certified staff and one (1) is appointed by the Superintendent.

In the election of the appeal panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The person receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the Superintendent. Funding will be provided by the General Fund.

TERMS

The length of term for an appeals panel member shall be three (3) years. Panel members shall assume responsibilities on October 1.

CHAIRPERSON

The Superintendent shall also appoint a member to serve as chairman of the appeal panel. The Superintendent will also appoint an alternate.

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.

APPEAL TO PANEL

If the evaluation needs clarification concerning ratings by the evaluator, the evaluatee should seek clarification from the evaluator within three (3) working days after the summative conference.

If the evaluatee is dissatisfied with the summative evaluation, an appeal may be written and given to the Chairman of the Appeal Panel within five (5) working days following receipt of the summative evaluation. This letter of appeal shall include the rationale and suggested resolution for the appeal in detail. A copy to the letter shall be given to the evaluator and Superintendent.

APPEAL TO PANEL (CONTINUED)

Upon receipt of a request for an appeal, the chairman of the Appeal Panel will confer with the Superintendent and then shall notify the appeal panel members of the appeal, and the panel shall schedule its initial information-gathering conference and within three (3) working days render a decision if a hearing is granted. A consensus of the appeals panel shall be needed to replace a panel member with an alternate. Written rationale will be given to all parties concerned. Acceptable reasons for substituting the alternate for a panel member will include illness (self or family) and personal and/or professional relationship.

Routine inconvenience will not be an acceptable reason. The Superintendent will notify the panel, the evaluator, and the evaluatee of the time, date and place of the hearing. A consensus of all panel members can alter the time schedule and dates.

Both the evaluatee and the evaluator shall submit pertinent documentation to the appeal panel three (3) days prior to the hearing. All documentation shall be confidential and destroyed by the panel at the end of the appeal process.

The following procedures will be followed for the appeal process:

1. The panel will convene, conference and review documentation presented and make a decision if a hearing is to be granted. All documents will be treated as confidential and will be securely stored.
2. A copy of all documentation will be provided to both parties involved reasonably in advance of the hearing.
3. Legal counsel shall be allowed to represent each party.
4. Each party will be allowed to call witnesses if needed.
5. During the hearing, each party shall be allowed to make a statement of claim. The evaluatee will begin.
6. The panel may question either party or witnesses during the hearing.
7. Each party will have an opportunity to question both the other party and witnesses.
8. Each party will be asked to make closing arguments.
9. The panel will make closing remarks.

Following the hearing, the panel will deliberate and issue its written decision within three (3) working days. The panel may recommend to the Superintendent that s/he order a new evaluation, uphold the original evaluation, or remove all or part of the summative evaluation found to be in error and eliminate it from the official personnel record of the evaluatee. No extension of that deadline shall be granted without written approval of the Superintendent.

If any changes occur in the original summative form, then the panel shall issue a revised summative form that reflects its ruling. The revised form will be signed by panel members and delivered to the Superintendent for permanent filing. Both the evaluatee and evaluator shall receive a copy of the revised summative form. The original summative form will be destroyed. If there are no changes to the original summative form, then the original summative form will be sent to the Superintendent for permanent filing.

The evaluatee may withdraw the appeal at any time during the appeal process. At any time during the appeal process, the evaluator may make adjustments to the evaluatee’s summative form if these adjustments are acceptable to the evaluatee.

Any certified employee who feels that the District is not implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to that Board.

REVISIONS TO PREVIOUSLY APPROVED DISTRICT EVALUATION PLAN

If a revision adding or removing a source of evidence or changing a decision rule or calculation in the summative rating formula in the District’s certified evaluation plan is made by the local certified evaluation committee, the revised certified evaluation plan shall be reviewed and approved by the Board. If the Board determines that 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 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:

- ²02.14; 03.15; 03.16

Adopted/Amended: 7/19/2018

Order #: 5647

-CERTIFIED PERSONNEL-**Appeals/Hearings****PURPOSE**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and [704 KAR 003:370](#). 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 the 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 evaluatee and 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 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, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
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 provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, 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 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 s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the 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 the appeal is 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 regulation.

Review/Revised:8/14/2007

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

What specifically do you object to or why do you feel you were not fairly evaluated? _____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Employee's Signature *Date*

RELATED PROCEDURES:

- 03.18 AP.11
- 03.18 AP.12

Review/Revised:7/7/09