



**Crittenden County Schools
Certified Evaluation Plan
For
Principals/Assistant Principals
District Administrators
District Program Coordinators**

Revised June, 2020

CRITTENDEN COUNTY SCHOOLS

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

Tonya Driver, Superintendent

Crittenden County Schools
601 W. Elm St.
Marion, KY 42064
(270) 965-3525

CERTIFIED EVALUATION PLAN 50/50 COMMITTEE MEMBERS:

Administrators:

- 1) Tonya Driver, Director of Curriculum, Instruction, and Assessment
- 2) Melissa Quertermous, Crittenden County High School Assistant Principal
- 3) Sarah Riley, Crittenden County Elementary School Assistant 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

Certified Evaluation Plan Table of Contents

CEP Components & Appendix Documents	Page #
Roles and Definitions	3-4
Evaluation Training	5
Timeline for Late Hires	5
Self-Reflection & Professional Growth Plan Principals/Assistants, District Adm./Coordinators	6
Principal & Assistant Principal Evaluation Components	7
➤ Performance Measures to Determine Ratings	8
➤ Site-Visits	9
➤ Principal Process for Summative Rating	9-10
District Administrators & Coordinators Summative Evaluation Components	11
District Administrators & Coordinators Performance Measures to Determine Ratings	12-13
Professional Growth Plan for Assistance/Intensive Assistance	14
Principal and Assistant Principal/District Certified Administrators and Coordinators/Professional Growth Plan for Assistance Explanation of Parts	15
➤ Professional Growth Plan for Assistance	16-17
➤Principal and Assistant Principal/District Certified Administrators and Coordinators/Professional Growth Plan for Intensive Assistance Explanation of Parts	18
➤Intensive Assistance Plan Record Log of Activities	19
➤Professional Growth Plan for Intensive Assistance	20-21
Appeals Panel Hearing Procedures Evaluation/Professional Growth Plan Policy 03.18	22-
PSEL Standards	31

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.

Evaluation Training

All employees shall be trained within 30 calendar days for reporting for work on the District's Certified Evaluation Plan. Observer evaluators shall be trained in the district's observation platform as part of their Certified Evaluation Plan training. Evaluators shall be provided with district support, resources, and EILA-approved training credit. Evaluators shall meet the state and district CEP evaluation training requirements prior to conducting summative evaluations.

Timeline for Late Hires

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

Self-Reflection & Professional Growth Plan
for Principals, Assistant Principals,
District Administrators/Coordinators

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The PGP will connect information from multiple sources including site-visit conferences for principals, day-to-day operation for district administrators/coordinators, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The principal, assistant principals, district administrators/coordinators shall complete the *Professional Growth Plan* for collaboration and approval by the assigned evaluator. PSEL Standards shall be the standards used in self-reflection and professional growth.

TABLE 1: Self-Reflection/PGP Timelines

Directions: Use the <i>Self Reflection & Professional Growth Plan for Enrichment</i> documents for Principals/Assistant Principals or District Certified Administrators/Coordinators	
By September 15 th	Complete the Self-Reflection & draft PGP
By September 30 th	Superintendent approval of PGP
Review of PGP Evidence Documentation/Artifacts	During site visits for principals; as needed
By April 15 th	Final PGP Evidence Documentation/Artifacts
Timelines may be adjusted based on any adjustment of the calendar year and release of state assessment data.	
<u>Protocol for Late Hires:</u> Principals and assistant principals hired after the first instructional day shall complete the PGP within 45 days of employment.	

Principal & Assistant Principal

Summative Evaluation Components

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply professional judgment to determine the rating on PSEL Standards. The professional judgment must be grounded in the Principal Performance Standards aligned with the Performance Measures, Site Visits, Professional Growth Plan, and other sources of evidence. Evaluators will also consider how principals respond to or apply additional supports and resources designed to promote student learning, and their own professional growth. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual Performance Measures. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Principal Performance Measures to Determine Ratings

Principal Performance measures will be rated on the Professional Standards for Educational Leaders. These standards are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

Table 2: PSEL

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

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

Table 3: 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

Site-Visits for Principals

Site visits allow the superintendent/designee insight into the principal's practice in relation to the Principal Performance Standards aligned with the Performance Measures of: Planning, Environment, Instruction, and Professionalism. Site visits may begin after the principal has participated in evaluation training, which must occur within 30 calendar days of reporting for employment. The minimum number of two (2) principal site visits shall occur annually. Additional site visits may be conducted. Since the assistant principal works daily under the direct supervision of the principal, formal site visits are not required for assistant principals.

TABLE 4: SITE VISITS

Principal Site Visits	
Timeline	<ul style="list-style-type: none">➤ Visit #1 first semester for a minimum 2 hours.➤ Visit #2 prior to the summative conference for a minimum 2 hours.
Superintendent/Designee	<ul style="list-style-type: none">➤ Review and record evidence from site visit aligned with the Principal Performance Standards/Performance Measures on the Site Visit Form;➤ Provide feedback during the site visit or within 15 working days of the site visit
Resource	<ul style="list-style-type: none">➤ Site Visit Document➤ Self-Reflection and PGP➤ Measures of student learning➤ Other evidence of practice (e.g., surveys/budgets)
<u>Late Hire Protocol:</u> Principals hired after the first instructional day will receive all site visits; timelines may be adjusted.	

Principal Process for the Summative Rating

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

TABLE 5: Performance Measure Criteria for a Summative Rating

<i>Criteria for Determining the 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>

District Administrator & Coordinator

Summative Evaluation Components

A summative conference shall occur annually at the end of the evaluation cycle to determine a summative rating for district administrators and certified coordinators. The primary evaluator is assigned by the Superintendent within 30 calendar days after the start of school. The primary evaluator is responsible for determining the Summative Performance Rating for the employee. The process will consist of a review of the evidence provided in relation to the Professional Growth Plan, job description and progression in the PSEL Standards aligned with the four Performance Measures of: Planning, Environment, Instruction, and Professionalism to assign a summative rating. The evaluator will use the *Criteria for Determining a Summative Rating* (Table 4) to determine the summative rating. Summative ratings shall be completed by May 15th or no later than 90 calendar days before the first student attendance day, whichever comes first. The employee must be provided access to all evaluation documents (either electronic or hardcopy). A hard copy must be signed and dated by both parties and provided to the district office for the individual's personnel file. Employees shall have an opportunity to provide a written response to all evaluations which shall be placed in the employee's personnel file.

District Administrators & Coordinators

Performance Measures to Determine Ratings

District certified personnel shall be evaluated annually utilizing the Professional Standards for Educational Leaders (PSEL), formerly known as the ISSLC Standards, aligned with the four Performance Measures: Planning, Environment, Instruction, and Professionalism, with professional judgement to determine a summative rating. Included in the PSEL Standards are performance indicators that provide examples of observable, tangible behaviors as evidence of each standard. PSEL provides the structure for feedback for continuous improvement through individual goals supporting professional growth. The *Summative Evaluation Document for District Certified Administrators and Coordinators* document is the summative reporting form (see appendix). The Professional Standards for Educational Leaders aligns to the four Performance Measures in the chart below. The Performance Measures receive a performance rating for the summative rating.

Table 6: PSEL aligned to Performance Measures

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

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

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

TABLE 5: Performance Measure Criteria for a Summative Rating

<i>Criteria for Determining the 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

The Professional Growth Plan for Assistance/Intensive Assistance will be implemented for all certified staff that require such support for assistance and/or correction. See the Professional Growth Plan for Assistance and Intensive Assistance located in the Appendix (see pg. 13-19).

Appeals

Pursuant to KRS 156.557, certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. The Local Board of Education Evaluation Policy 03.18 and Administrative Procedure 03.18 AP.11 are located in the Appendix (see pg. 20-23).

Principal and Assistant Principal
District Certified Administrators & Coordinators
Professional Growth Plan for Assistance

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

1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has an inadequate or “does not meet” rating assigned.

2. Present Professional Development Stage

(Select the performance level 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

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

May be completed online. The district platform is not required.

EMPLOYEE'S NAME	SCHOOL YEAR	WORK SITE	IMPLEMENTATION DATE
------------------------	--------------------	------------------	----------------------------

DOMAIN/STANDARD	PRESENT STAGE IN 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: _____ Date: _____		Supervisor Signature: _____ Date: _____	

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

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

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

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

Professional Growth Plan for Intensive Assistance

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee and assistance team) as it relates to an inadequate or “does not meet rating” on any one or more Standards from the Summative Evaluation or when an immediate change is required in practice or behavior. The Intensive 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. PGPs for Intensive Assistance may be completed on paper, not electronically.

1. Intensive Assistance Team

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

2. Development of Intensive Assistance Plan

- a. *Identify the specific standard(s)* from the Summative Evaluation form that has an inadequate or “does not meet” rating assigned.
- b. *Select the performance level* 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)

1. Evaluation of Progress

If, in the judgment of the evaluator, the employee makes progress with the team’s assistance, the summative evaluation is completed and the summative conference occurs. The employee is then back on an enrichment plan or assistance plan as determined by the evaluator.

(When there is no improvement in performance toward meeting the standard with the help of an Intensive Assistance Team, the evaluator must take the necessary steps toward the termination of said employee.)

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

INTENSIVE ASSISTANCE PLAN Record

Log of Activities

Employee: _____

School Year: _____

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

Each team member will complete a site visit prior to the Intensive Assistance Team Meeting. Informal observations can occur without employee notice by any member of the Intensive Assistance Team throughout the process.

Professional Growth Plan for *Intensive Assistance* -

May be completed electronically.. The district platform is not required.

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

DOMAIN/STANDARD	PRESENT STAGE IN 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 could 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 site visit 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.

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.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.

Frequency of Summative Evaluations

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 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.

Evaluation/Professional Growth Plan

Election (continued)

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.

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.

Evaluation/Professional Growth Plan**Appeal to Panel (continued)**

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. The Superintendent shall take whatever action is appropriate or necessary as permitted by law. 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.

Evaluation/Professional Growth Plan

Appeal to Panel (Continued)

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.

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:

²03.15; 02.14; 03.16

Adopted/Amended: 7/27/2017
Order #: 5426

PERSONNEL

03.18 AP.11

-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

Appeals/Hearings**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

PERSONNEL**03.18 AP.21**

- 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

PSEL Standards

The Professional Standards for Educational Leaders 2015 are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. Each Standard features a title and a statement that succinctly defines the work of effective educational leaders in that particular realm. A series of elements follow, which elaborate the work that is necessary to meet the Standard. The number of elements for each Standard varies in order to describe salient dimensions of the work involved. It does not imply relative importance of a particular Standard.

STANDARD 1. MISSION, VISION, and CORE VALUES: Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

1. Develop an educational mission for the school to promote the academic success and well-being of each student.
2. In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
3. Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
4. Strategically develop, implement, and evaluate actions to achieve the vision for the school.
5. Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.

6. Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
7. Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS and PROFESSIONAL NORMS: Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

1. Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
2. Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
3. Place children at the center of education and accept responsibility for each student's academic success and well-being.
4. Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
5. Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
6. Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY and CULTURAL RESPONSIVENESS: Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

1. Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
2. Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

3. Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
4. Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
5. Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
6. Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
7. Act with cultural competence and responsiveness in their interactions, decision making, and practice.
8. Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, and ASSESSMENT: Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

1. Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
2. Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
3. Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
4. Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
5. Promote the effective use of technology in the service of teaching and learning.

6. Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
7. Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY of CARE and SUPPORT for STUDENTS: Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

1. Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
2. Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
3. Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
4. Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
5. Cultivate and reinforce student engagement in school and positive student conduct.
6. Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY of SCHOOL PERSONNEL: Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

1. Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.

2. Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
3. Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
4. Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
5. Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
6. Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
7. Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
8. Promote the personal and professional health, well-being, and work-life balance of faculty and staff.
9. Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY for TEACHERS and STAFF: Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

1. Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
2. Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
3. Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration,

collective efficacy, and continuous individual and organizational learning and improvement.

4. Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
5. Develop and support open, productive, caring and trusting working relationships among leaders faculty and staff to promote professional capacity and the improvement of practice.
6. Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
7. Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
8. Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT of FAMILIES and COMMUNITY:

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

1. Are approachable, accessible, and welcoming to families and members of the community.
2. Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
3. Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
4. Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
5. Create means for the school community to partner with families to support student learning in and out of school.
6. Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.

7. Develop and provide the school as a resource for families and the community.
8. Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
9. Advocate publicly for the needs and priorities of students, families, and the community.
10. Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS and MANAGEMENT: Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

1. Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
2. Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
3. Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
4. Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
5. Protect teachers' and other staff members' work and learning from disruption.
6. Employ technology to improve the quality and efficiency of operations and management.
7. Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
8. Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.

9. Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
10. Develop and manage productive relationships with the central office and school board.
11. Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
12. Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

1. Seek to make school more effective for each student, teachers and staff, families, and the community.
2. Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
3. Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
4. Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
5. Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
6. Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
7. Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
8. Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.

9. Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
10. Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.