

ASSURANCES
CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Hopkins County School District hereby assures the Commissioner of Education the following:

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

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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. The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on

To BE APPROVED 7/20/09

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

PROFESSIONAL GROWTH AND EVALUATION OF CERTIFIED PERSONNEL

Hopkins County

270-825-6000

Name of District

Telephone

320 South Seminary Street

Madisonville, KY

42431

Street Address

City, State

Zip Code

Mr. James Lee Stevens

Superintendent

Linda Zellich

Deputy Superintendent

270-825-6000

Evaluation Contact Person

Title

Telephone

Evaluation Plan Development Committee members and Position Titles

Cristy Tomes	Administrator	Pride Elementary School
Joan Radford	Administrator	Grapevine Elementary School
Rick Larson	Administrator	Browning Springs Middle School
Lonnie Strader	Administrator	Earlington Elementary School
Linda Zellich	Administrator	Central Office
Regena Pollard	Administrator	Central Office
Deanna Ashby	Administrator	Central Office
Tamara Winters	Administrator	South Hopkins Middle School
Cindy Brown	Teacher	West Hopkins School
Allison Young	Teacher	Hopkins County Central High School
Faye Parker	Teacher	Jesse Stuart Elementary School
Karen Reynolds	Teacher	Southside Elementary School
Ava Wilson	Teacher	James Madison Middle School
Matt Beshear	Teacher	Hanson Elementary School
Wendy Eaves	Teacher	Madisonville North Hopkins High School
Jeanne Cleveland	Teacher	West Broadway Elementary School

Hopkins County Board of Education Certified Evaluation Plan

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2009-10

CODE OF ETHICS 704 KAR 20:680

- (1) Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
- (2) Shall believe in the worth and dignity of each human being and in educational opportunities for all;
- (3) Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

TO STUDENTS

- Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator.
- Shall respect the constitutional rights of all students.
- Shall take reasonable measures to protect the health, safety and emotional well-being of students.
- Shall not use professional relationships or authority with students for personal advantages.
- Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
- Shall not knowingly make false or malicious statements about students or colleagues.
- Shall refrain from subjecting students to embarrassment or disparagement.
- Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.

TO PARENTS

- Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.
- Shall endeavor to understand community cultures and diverse home environments of students.
- Shall not knowingly distort or misrepresent facts concerning educational issues.
- Shall distinguish between personal views and the views of the employing educational agency.
- Shall not interfere in the exercise of political and citizenship rights and responsibilities of others.
- Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities.
- Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

TO EDUCATION PROFESSION

- Shall exemplify behaviors which maintain the dignity and integrity of the profession.
- Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities.
- Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law.
- Shall not use coercive means or give special treatment in order to influence professional decisions.
- Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
- Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

EVALUATION TIMETABLE

Step 1	All employees are given an orientation to the plan for Professional Growth and Evaluation of Certified Personnel.	No later than first month of reporting for duty for each school year.
Step 2	Primary evaluators NOTIFY employees to be evaluated	Beginning of School Year
Step 3	Pre-observation Conferences	Prior to Observations
Step 4	Post-observation Conferences	No later than five working days of the observation
Step 5	Individual Professional Growth Plans	Established/Revised by September 30
Step 6	First Formative Evaluation for Non-tenured teachers	Before December 1
Step 7	Formative Evaluation for tenured teachers	Before April 1
Step 8	Formal and Informal Observation and Data Collection	Ongoing throughout the school year
Step 8	Summative Evaluation and Summative Conferences	All Summative data on Limited Contract (Non-Tenured) and any Employee on a Corrective Action Growth Plan due in Central Office by April 15 .
Step 9	Complete all other evaluations	All continuing contract employees by May 15 .
Step 10	Documentation submitted to Central	All continuing contract employees and administrators data including growth plans are due in the Central Office by June 15 .

GLOSSARY OF EVALUATION TERMS AND DEFINITIONS

(As applied to Kentucky's Professional Growth and Certified Personnel Evaluation process)

Evaluation terms and definitions listed below include those presented in **KRS 153.557, 704 KAR 3:345, and KRS 160.345(2)(c)**.

Administrator: is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20. These positions are superintendent, deputy superintendent, assistant/associate superintendent, principal, assistant principal, guidance counselor, director of special education, supervisor of instruction, director of pupil personnel, dean of students, director of federally supported programs, professional development coordinator, director of district-wide services, instructional coordinator, and district assessment coordinator. Head teachers may also serve as evaluators of certified personnel based upon KAR 160.345. The administrator assumes the role of evaluator for all certified school personnel whom he/she immediately supervises.

Appeals: a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

Conference: a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

Corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the formative evaluation. Specific assistance and activities are identified and progress monitored.

Evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

Evaluation: the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

Evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

Evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

Evaluation procedures: as well as the evaluation forms must be designed to foster professional growth and to support individual personnel decisions.

Evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

Formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

Indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

Job category: the term used to signify a group or class of positions with closely related functions such as principal, coordinator, or director.

Monitoring: to supervise; to check systematically or scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teachers' lesson plans, units of study, and interactions with students, parents, and each other.)

Observation: a process of gathering factual information in the performance of duty, based upon predetermined criteria in the district evaluation plan.

Observee: one who is observed by the observer.

Observer: one who sees and reports behaviors. This is usually the primary evaluator.

Openly: with full knowledge of others (evaluatee).

Other support staff: any certified staff other than teacher or administrator.

Performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

Position: a professional role in the school district such as teacher, principal, supervisor of instruction.

Post-conference: a meeting between the evaluator and the certified levels of specific job performances expected of effective certified personnel employees.

Pre-conference: a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the observation(s).

Primary evaluator: The evaluator who is the employee's immediate supervisor (principal, assistant principal, head teacher, etc.).

Professional growth plan: a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator are identified. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or comprehensive district improvement plan.

Standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

Summative evaluation: the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

Teacher: any certified staff person who directly instructs students.

PERFORMANCE EVALUATION

Professional Growth and Evaluation is a process with all educators working cooperatively to achieve goals and objectives that enhance student learning.

The professional Growth and Evaluation of Certified Personnel process shall include both formative and summative evaluation. **Continuing Contract (Tenured)** employees will be observed annually through on-going observations and conferencing and the development of an individual professional growth plan. **Continuing Contract (Tenured)** employees shall be observed a minimum of once every three years. **Summative Evaluation for Continuing Contract (Tenured) employees shall occur a minimum of once every three years.** **Limited Contract (Non-Tenured)** employees shall be observed **annually** through on-going observations and conferencing and the development of an individual professional growth plan. **A minimum of two observations utilizing a combination of formal and informal observation shall occur for all Limited Contract (Non-Tenured) employees with a summative evaluation occurring annually.** **Administrators shall be evaluated annually** through on-going observations and conferencing with the development of an individual growth plan and summative evaluation. **Employees whose initial performance observation is unsatisfactory shall have observations more frequently at the discretion of the evaluator.**

PROCESS AND PROCEDURES

A committee made up of eight (8) teachers and eight (8) administrators, including the Central Office Evaluation Contact Person, reviewed and revised the Professional Growth and Evaluation Plan for Certified Personnel. This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year.

Each certified employee below the level of superintendent shall be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Evaluators shall use the forms adopted by the district and approved by the Kentucky Department of Education. The superintendent's evaluation process will be developed and adopted by the Hopkins County Board of Education.

The employee's immediate supervisor shall be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so in writing to the evaluator by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

Monitoring and/or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation of a certified employee below the level of superintendent shall be in writing on an approved evaluation form and become a part of

the official personnel record. The observations shall include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record. Each evaluatee shall receive a copy of the evaluation.

There shall be a minimum of two formative observations annually for each non-tenured certified employee, administrator, counselor, and tenured employee whose observation results are unsatisfactory. A Pre-Observation Form will be completed by the teacher and evaluator prior to the classroom observation visit. A formative conference between the evaluator and the person evaluated shall occur with five (5) working days following each observation. Formative data collected during the beginning teacher internship period may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms.

The summative evaluation of the employee shall be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee shall be provided an opportunity for a written response by the evaluator and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan will be forwarded to the district office.

Summative evaluation shall occur a minimum of once every three-year period for each tenured teacher.

All certified staff will develop an Individual Professional Growth Plan which is aligned with the goals and missions of the school/district/council. The Individual Growth Plan shall be reviewed annually to determine if it has been achieved or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. The evaluation process developed for the superintendent by the Hopkins County Board of Education shall include provisions for assistance for professional growth of the superintendent pursuant to KRS 156.111.

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. Once a Corrective Action Plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee will move back into the Individual Professional Growth Plan Cycle.

If there is no improvement with a Corrective Action Plan, the evaluator shall implement a Corrective Action Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Corrective Action Team will include the evaluatee, primary evaluator, a Central Office representative, and a mutually agreed upon colleague who is knowledgeable of the content area. An employee who is assigned an Assistance Team shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of his/her performance either by substance or procedure may file an appeal with the District Appeals Panel. The appropriate form for the request and the Appeals Process and Hearing

Procedure is found elsewhere in this document. The evaluatee has ten working days from the date of the summative conference to file a request for appeal.

EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

The following performance evaluation standards and performance criteria are based on the Experienced Teachers Standards adopted June 1994 and revised May 1999 by the Education Professional Standards Board. *Review the following standard titles and descriptions of each:*

1. **Demonstrates Applied Content Knowledge**
The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.
2. **Designs and Plans Instruction**
The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
3. **Creates and Maintains Learning Climate**
The teacher creates learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
4. **Implements and Manages Instruction**
The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
5. **Assesses and Communicates Learning Results**
The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
6. **Demonstrates the Implementation of Technology**
The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.
7. **Reflects On and Evaluates Teaching and Learning**
The teacher reflects on and evaluates specific teaching/learning situations and/or programs.
8. **Collaborates with Colleagues/Parents/Others**
The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.
9. **Evaluates Teaching and Implements Professional Development**
The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.
10. **Provides Leadership Within School/Community/Profession**
The teacher provides professional leadership within the school, community, and education profession to improve student learning and well-being.

FORMATIVE OBSERVATION INSTRUMENT

In planning the observation, the classroom observation is designed to strengthen the instructional program. Prior to the observation, the planning should include discussions between the observer/principal and the teacher as to the ground rules for making the observations. A pre-observation worksheet will be used for gathering information.

Formative Evaluation should begin shortly after school starts and should be appropriately scheduled through the year. The Formative Evaluation Instrument is designed to be completed immediately after an observation of teaching. Each observation will be conducted openly and with the full knowledge of the teacher or administrator.

This instrument contains areas of instruction that are observable and measurable in the teaching process, as well as professional responsibilities. The teacher will sign the Formative Evaluation Instrument, indicating he/she has met with the principal and has received a copy of the evaluation.

The ratings that an individual may receive on each standard on the evaluation system are as follows: Satisfactory, Growth Required, and Not Satisfactory.

SUMMATIVE OBSERVATION INSTRUMENT

The Summative Evaluation for Educators takes into account teacher characteristics and behaviors which may not be easily observed during the presentation of a lesson. These characteristics are observed and measured throughout the entire year, in and outside the classroom.

Important points to remember about the Summative Evaluation include:

- It is a continuous process that begins the first month of school and continues throughout the evaluation cycle.
- Each item on the Summative Evaluation stands as an individual standard of performance and may be determined at any time during the school year and may be scored more than one time.
- It should be understood by all parties that the standards of performance listed on the Summative Evaluation also are a specific part of the job description.
- It should be clearly explained that the Summative Evaluation and the Formative Evaluation are two formal instruments for evaluation. However, a letter written to the teacher by the principal and other notes and remarks properly given also are a very important part of the evaluation system. The summative evaluation conference will include all data gathered during the evaluation cycle.
- The evaluation will become part of the employee's official file. Each certified employee has the opportunity to respond in writing to the evaluation and this response will become part of the official file.

The ratings that an individual may receive on each standard on the evaluation system are as follows: Satisfactory, Growth Required, and Not Satisfactory.

PROFESSIONAL GROWTH PLAN

The component of the evaluation that perhaps is the most important is the Professional Growth Plan. The plan will indicate either a desire or need for professional growth. The individual administering the evaluation and other supervisory personnel will assist in the growth plan. An individual Professional Growth Plan is required for every certified employee. Item(s) chosen for professional growth will be aligned with standard descriptors and/or the School/District Improvement Plan. Any standard rating on the Formative Evaluation Instrument of "Not Satisfactory" must be addressed in the Professional Growth Plan. It is strongly recommended any standard rating of "Growth Required" be addressed in the growth plan. An overall rating of "Growth Required" or "Not Satisfactory" on the Summative Evaluation must be addressed in the Professional Growth Plan. The Professional Growth Plan will be completed and reviewed annually.

CONFERENCES

The component of the Hopkins County evaluation plan that is most critical is the conference. It is desirable that a conference be held prior to the first observation. A post conference shall be held within five (5) school days of formative evaluation(s). A summative conference is required at the end of the evaluation cycle. Teachers shall receive copies of all evaluations no later than five (5) school days of the evaluation.

ALTERNATIVE/OPTIONAL DATA COLLECTION METHODS

Continuing Contract (Tenured) teachers with demonstrated satisfactory performance shall be evaluated a minimum of once every three years, which may include use of alternative/optional methods of data collection.

Section 5 of KRS 156.101 provides for evaluation procedures and forms to be designed to foster professional growth. To promote effective interpersonal, communication, and collaborative skills among peers and subordinates, consideration of some alternative/optional ways of data collection may be used.

These alternative/optional methods of gathering data must be both acceptable and agreed upon by the evaluator and evaluatee to be a productive way of appraising performance.

Collaboration, peer communication, and effective interpersonal skills can be achieved by the following: peer collaboration, mentoring, support systems, flexibility to try new and creative innovations and/or assuming new roles.

Self-assessments: ratings done by evaluatee on a particular performance and discussed in a post-observation conference.

Collaborating teachers, primary teams, departmental teams, etc., may use the district's data collection instruments during observations in order to gather data for discussion.

Evaluator may choose to gather data for a formal observation by observing the team as they work together for one of the observations required by the district plan.

Evaluatee may choose to develop a professional portfolio, which might include the following:
Transcripts, Self-Assessments, Certification, Surveys,
Job History, Units Developed, Writings, Grants, Projects,
Lesson Plans, Individual Professional Growth Plans and/or
Technology Integration.

Evaluatee may choose to video a segment of his/her teaching performance, critique it with a colleague and share with evaluator.

*******SPECIAL NOTE**

Peers are involved in the growth process only, not in EVALUATION.

THE APPEALS PANEL

All members of the Appeals Panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent who notifies the Board of the appointment and enters concurrence in Board minutes.

Reference: KRS 156.101 & 704 KAR: 345.

In the election of the appeals Panel members, the persons receiving the first and second greatest number of votes shall be members of the Appeals Panel. The persons 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 same. Funding for panel expenses will be provided from the general fund.

The Board of Education shall also appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an Appeals Panel member shall be three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made by September 1st.

The election shall be conducted by the District Contact Person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/one vote
- All certified employees are given the opportunity to vote

Panel members may seek training through the District Contact Person.

APPEALS PANEL HEARING PROCEDURES

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. Any certified employee has no later than five working days of the summative evaluation conference, to file an appeal with the district Appeals Panel utilizing the request form provided in the plan. Upon receiving the request, the panel will schedule a **PRELIMINARY HEARING** to provide documentation to all parties and explain procedures. The chairperson of the panel shall be elected by the panel for each appeal. **Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each member of the committee and evaluator/evaluatee shall be provided.** The chairperson shall convene the Preliminary Hearing and explain procedures for the **Appeals Panel Hearings as follows:**

The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during each individual's testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

No later than (5) working days of the Preliminary Hearing an **APPEALS PANEL HEARING** will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The burden of proof lies with the evaluatee. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator and any witnesses presented. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the superintendent no later than fifteen (15) working days of the filing of the appeal.

The panel's recommendation may include one of the following:

- a. Uphold the original evaluation findings
- b. Remove from the personnel file the summative or any part of the summative which the panel finds in error.

The chairperson of the panel shall present the decision to the superintendent for action no later than three (3) working days of the panel's decision. Any evaluatee who feels that the procedural issues were violated may also appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel. Only procedural issues are heard at the state level.

APPEALS PANEL HEARING REQUEST FORM

I, _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative evaluation have been thoroughly discussed with my evaluator.

I respectfully request the Hopkins County Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

- _____ substance
- _____ procedure
- _____ both substance & procedure

Signature _____

Date _____

Date of Summative Conference _____

Date of evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to the district contact person of the Appeals Panel no later than ten working days of completion of the Summative Conference.

CORRECTIVE ACTION/CORRECTIVE ACTION TEAM

Each certified employee of the school system is required to have an Individual Professional Growth Plan which may be either for enrichment or assistance. A Corrective Action Growth Plan is to provide the employee with additional assistance and supervision to help him/her make the necessary changes in his/her performance to meet school system standards. After an employee is on a Corrective Action Growth Plan, time is allowed to improve performance and demonstrate that the standard has been attained.

The evaluator will provide assistance, resources, and opportunity for the employee to grow professionally and reach the school system standard. After observations and the implementation of a Corrective Action Growth Plan that has made little or no difference in the employee reaching standards, the evaluator must put the evaluatee on a Corrective Action Team. It is at this time that the evaluator may choose to seek the help of a Corrective Action Team to work with the employee.

The following procedures would be initiated:

- Evaluator conferences with employee and indicates the desire to form a Corrective Action Team. (If the employee refuses assistance, the evaluator has few options available.)
- A complete evaluation process will be conducted (formative/summative).
- In collaboration with said employee, **a team is mutually selected.**
- Evaluator, employee, and team meet to discuss the assistance process.
- Each meeting of the team is documented in summary format.

If the employee, in the judgment of the evaluator, makes progress with the team's assistance, then the summative evaluation form is completed and the summative conference occurs. The employee is then back on an Enrichment Plan or Corrective Action Growth Plan as determined by the evaluator.

When there is no improvement in performance toward meeting the standard even with the help of a Corrective Action Team, then the evaluator must take the necessary steps toward cancellation of the contract.

The purpose of the Corrective Action Team is to provide the employee every possibility to attain the school system Standards of Performance. ANY EMPLOYEE, teacher or administrator, should understand the request for a Corrective Action Team is the evaluator trying to help the employee meet standards and avoid additional personnel actions.

EMPLOYEE CORRECTIVE ACTION TEAM RECORD

Observations	DATES:	DATES:	DATES:	DATES:
Professional Growth Plan Developed				
Corrective Action Team Requested				
Corrective Action Team Selected				
Evaluator/Evaluated Team Meeting to Explain Assistance				
1 st Meeting of the Team				
2 nd Meeting of the Team				
3 rd Meeting of the Team				
4 th Meeting of the Team				
Summative Evaluation				
Conference with Superintendent and/or Attorney				
Summative Conference with Employee				
Termination Letter (if necessary)				

Evaluator's Signature & Date _____

EMPLOYEE CORRECTIVE ACTION TEAM LOG OF ACTIVITIES

Employee: _____

Date of Meeting: _____

Persons Present: _____

Summary of Meeting:

Recommendations:

Next Meeting: _____

Immediate Supervisor of Employee: _____

Hopkins County Schools Professional Growth Plan

Name _____

Enrichment _____

Date _____ School _____

Corrective Action Plan _____

School Year _____

Corrective Action Team _____

The goal of the Professional Growth Plan for Educators is continuous improvement. This Professional Growth Plan for will address a standard of the Hopkins County Schools' Evaluation Instrument and/or the School Improvement Plan.

Standard Number _____	Goal Description _____
Support Activities	
1.	
2.	
3.	
Evaluatee Comments:	
Evaluator Comments:	
Annual Review _____ Achieved _____ Revised _____	
Evaluatee Signature/Date _____ Evaluator Signature/Date _____	
Standard Number _____	Goal Description _____
Support Activities	
1.	
2.	
3.	
Evaluatee Comments:	
Evaluator Comments:	
Annual Review _____ Achieved _____ Revised _____	
Evaluatee Signature/Date _____ Evaluator Signature/Date _____	

FORMATIVE PRE-OBSERVATION CONFERENCE FORM

School Year: _____

(To be completed by the evaluator and evaluate before the classroom observation visit.)

_____ Evaluee	_____ Evaluator	_____ Position
_____ School	_____ Date	_____ Time
_____ Content Area/Grade(s)	_____ # of Student with IEP	_____ # of Students

1. Toward what core content area and standards are you teaching? ★
2. What teaching strategies will be used?
3. What teaching/learning activities will take place?
4. How are you going to check student understanding and mastery of the lesson objectives?
5. Where are you in the unit?
6. What particular teaching behaviors do you especially want monitored?
7. Are there any special circumstances of which the evaluator should be aware?

Evaluee Signature & Date

Evaluator Signature & Date

A formal lesson plan should be attached to your pre-observation worksheet.

FORMATIVE EVALUATION STANDARDS AND PERFORMANCE CRITERIA FOR TEACHERS

EVALUATEE: _____

DATE: _____

Standard 1: Demonstrates Applied Content Knowledge

The teacher demonstrates a current and sufficient academic knowledge of certified content areas to develop student knowledge and performance in those areas.

- 1.1 Communicates concepts, processes, and knowledge.
- 1.2 Connects content to life experiences of student.
- 1.3 Demonstrates instructional strategies that are appropriate for content and contribute to student learning.
- 1.4 Guides students to understand content from various perspectives.
- 1.5 Identifies and addresses students' misconceptions of content.

Comments:

Standard 2: Designs and Plans Instruction

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 2.1 Develops significant objectives aligned with standards.
- 2.2 Uses contextual data to design instruction relevant to students.
- 2.3 Plans assessments to guide instruction and measure learning objectives.
- 2.4 Plans instructional strategies and activities that address learning objectives for all students.
- 2.5 Plans instructional strategies and activities that facilitate multiple levels of learning.

Comments:

Standard 3: Creates and Maintains Learning Climate

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become responsible team members, think and solve problems, and integrate knowledge.

- 3.1 Communicates high expectations.
- 3.2 Establishes a positive learning environment.
- 3.3 Values and supports student diversity and addresses individual needs.
- 3.4 Fosters mutual respect between teacher and students and among students.
- 3.5 Provides a safe environment for learning.

Comments:

Standard 4: Implements and Manages Instruction

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 4.1 Uses a variety of instructional strategies that align with learning objectives and actively engage students.
- 4.2 Implements instruction based on diverse student needs and assessment data.
- 4.3 Uses time effectively.
- 4.4 Uses space and materials effectively.
- 4.5 Implements and manages instruction in ways that facilitate higher order thinking.

Comments:

Standard 5: Assesses and Communicates Learning Results

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems and integrate knowledge.

- 5.1 Uses pre-assessments.
- 5.2 Uses formative assessments.
- 5.3 Uses summative assessments.
- 5.4 Describes, analyzes, and evaluates student performance data.
- 5.5 Communicates learning results to students and parents.
- 5.6 Allows opportunity for student self-assessment.

Comments:

Standard 6: Demonstrates the Implementation of Technology

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conduct research.

- 6.1 Uses available technology to design and plan instruction.
- 6.2 Uses available technology to implement instruction that facilitates student learning.
- 6.3 Integrates student use of available technology into instruction.
- 6.4 Uses available technology to assess and communicate student learning.
- 6.5 Demonstrates ethical and legal use of technology.

Comments:

Standard 7: Reflects on and Evaluates Teaching and Learning

The teacher reflects on and evaluates specific teaching/learning situations and/or programs.

- 7.1 Uses data to reflect on and evaluate student learning.
- 7.2 Uses data to reflect on and evaluate instructional practice.
- 7.3 Uses data to reflect on and identify areas for professional growth.

Comments:

Standard 8: Collaborates with Colleagues/Parents/Others

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs, that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

- 8.1 Identifies students whose learning could be enhanced by collaboration.
- 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort.
- 8.3 Implements planned activities that enhance student learning and engage all parties.
- 8.4 Analyzes data to evaluate the outcomes of collaborative efforts.

Comments:

Standard 9: Evaluates Teaching and Implements Professional Development

The teacher evaluates his/her overall performance with respect to modeling and teaching Kentucky's learning goals, refines the skills and processes necessary, and implements a professional development plan.

- 9.1 Self assesses performance relative to Kentucky's Teacher Standards.
- 9.2 Identifies priorities for professional development based on data from self-assessment, student performance and feedback from colleagues.
- 9.3 Designs a professional growth plan that addresses identified priorities.
- 9.4 Shows evidence of professional growth and reflection on the identified priority areas and impact on instructional effectiveness and student learning.
- 9.5 Demonstration of professional growth

Comments:

Standard 10: Provides Leadership Within School/Community/Profession

The teacher provides professional leadership within the school, community, and education professional to improve student learning and well-being.

- 10.1 Identifies leadership opportunities that enhance student learning and/or professional environment of the school.
- 10.2 Develops a plan for engaging in leadership activities.
- 10.3 Implements a plan for engaging in leadership activities.
- 10.4 Analyzes data to evaluate the results of planned and executed leadership efforts.
- 10.5 Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results.
- 10.6 Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations.
- 10.6 Adherence to the Professional Code of Ethics.

Comments:

Overall Ratings:

Teacher Standards:	<u>Meets</u>	<u>Growth Required</u>	<u>*Does Not Meet</u>
The Teacher:			
1. Demonstrates Applied Content Knowledge	_____	_____	_____
2. Designs and Plans Instruction	_____	_____	_____
3. Creates and Maintains Learning Climate	_____	_____	_____
4. Implements and Manages Instruction	_____	_____	_____
5. Assess and Communicates Learning Results	_____	_____	_____
6. Demonstrates the Implementation of Technology	_____	_____	_____
7. Reflects and Evaluates Teaching and Learning	_____	_____	_____
8. Collaborates with Colleagues/Parents/Others	_____	_____	_____
9. Evaluates Teaching and Implements Professional Development	_____	_____	_____
10. Provides Leadership within School/Community/Profession	_____	_____	_____
Overall Rating	_____	_____	_____

Individual Growth Plan for Education (Standards for focus) Standard # _____

This observation was discussed in a conference between the evaluator and evaluatee on

_____.

Evaluatee Comments:

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

Hopkins County Schools Professional Growth Plan

Name _____

Enrichment _____

Date _____ School _____

Corrective Action Plan _____

School Year _____

Corrective Action Team _____

The goal of the Professional Growth Plan for Educators is continuous improvement. This Professional Growth Plan for will address a standard of the Hopkins County Schools' Evaluation Instrument and/or the School Improvement Plan.

Standard Number _____	Goal Description _____
Support Activities	
1.	
2.	
3.	
Evaluatee Comments:	
Evaluators Comments:	
Annual Review _____ Achieved _____ Revised _____	
Evaluatee Signature/Date _____ Evaluator Signature/Date _____	
Standard Number _____	Goal Description _____
Support Activities	
1.	
2.	
3.	
Evaluatee Comments:	
Evaluators Comments:	
Annual Review _____ Achieved _____ Revised _____	
Evaluatee Signature/Date _____ Evaluator Signature/Date _____	

Administrator Formative Instrument

Evaluation Standards and Performance Criteria for Education Administrators

(All performance criteria may not apply to all administrative positions.)

ISLLC

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by **facilitating the development, articulation, implementation, and the stewardship of a vision of learning that is shared and supported by the school community.**

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 1.1 The vision and mission of the school are effectively communicated to staff, parents, students and community
- 1.2 The vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- 1.3 The core beliefs of the school vision are modeled for all stakeholders
- 1.4 The vision is developed with and among stakeholders
- 1.5 The contributions of school community members to the realization of the vision are recognized and celebrated
- 1.6 Progress toward the vision and mission is communicated to all stakeholders
- 1.7 The school community is involved in school improvement efforts
- 1.8 The vision shapes the educational programs, plans, and actions
- 1.9 An implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- 1.10 Assessment data related to student learning are used to develop the school vision and goals
- 1.11 Relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- 1.12 Barriers to achieving the vision are identified, clarified, and addressed
- 1.13 Needed resources are sought and obtained to support the implementation of the school mission and goals
- 1.14 Existing resources are used in support of the school vision and goals
- 1.15 The vision, mission and implementation plans are regularly monitored, evaluated, and revised

Comments:

Standard 2: School Culture and Learning

A school administrator is an educational leader, who promotes the success of all students by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**

Performances: The administrator facilitates process and engages in activities ensuring that:

- 2.1 All individuals are treated with fairness, dignity, and respect
- 2.2 Professional development promotes a focus on student learning consistent with the school vision and goals
- 2.3 Students and staff feel valued and important

- 2.4 The responsibilities and contributions of each individual are acknowledged
- 2.5 Barriers to student learning are identified, clarified, and addressed
- 2.6 Diversity is considered in developing learning experiences
- 2.7 Lifelong learning is encouraged and modeled
- 2.8 There is a culture of high expectations for self, student, and staff performance
- 2.9 Technologies are used in teaching and learning
- 2.10 Student and staff accomplishments are recognized and celebrated
- 2.11 Multiple opportunities to learn are available to all students
- 2.12 The school is organized and aligned for success
- 2.13 Curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- 2.14 Curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- 2.15 The school culture and climate are assessed on a regular basis
- 2.16 A variety of sources of information is used to make decisions
- 2.17 Student learning is assessed using a variety of techniques
- 2.18 Multiple sources of information regarding performance are used by staff and students
- 2.19 A variety of supervisory and evaluation models is employed
- 2.20 Pupil personnel programs are developed to meet the needs of students and their families

Comments:

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment**

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 3.1 Knowledge of learning, teaching, and student development is used to inform management decisions
- 3.2 Operational procedures are designed and managed to maximize opportunities for successful learning
- 3.3 Emerging trends are recognized, studied, and applied as appropriate
- 3.4 Operational plans and procedures to achieve the vision and goals of the school are in place
- 3.5 Collective bargaining and other contractual agreements related to the school are effectively managed
- 3.6 The school plant, equipment, and support systems operate safely, efficiently, and effectively
- 3.7 Time is managed to maximize attainment of organizational goals
- 3.8 Potential problems and opportunities are identified
- 3.9 Problems are confronted and resolved in a timely manner
- 3.10 Financial, human, and material resources are aligned to the goals of schools
- 3.11 The school acts entrepreneurial to support continuous improvement
- 3.12 Organizational systems are regularly monitored and modified as needed
- 3.13 Stakeholders are involved in decisions affecting schools
- 3.14 Responsibility is shared to maximize ownership and accountability
- 3.15 Effective problem-framing and problem-solving skills are used
- 3.16 Effective conflict resolution skills are used
- 3.17 Effective group-process and consensus-building skills are used
- 3.18 Effective communication skills are used
- 3.19 There is effective use of technology to manage school operations

- 3.20 Fiscal resources of the school are managed responsibly, efficiently, and effectively
- 3.21 A safe, clean, and aesthetically pleasing school environment is created and maintained
- 3.22 Human resource functions support the attainment of school goals
- 3.23 Confidentiality and privacy of school records are maintained

Comments:

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by **collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.**

Performances: The administrator facilitates processes and engages in activities ensuring that:

- 4.1 High visibility, active involvement, and communication with the larger community is a priority
- 4.2 Relationships with community leaders are identified and nurtured
- 4.3 Information about family and community concerns, expectations, and needs is used regularly
- 4.4 There is outreach to different business, religious, political, and service agencies, and organizations
- 4.5 Credence is given to individuals and groups whose values and opinions may conflict
- 4.6 The school and community serve one another as resources
- 4.7 Available community resources are secured to help the school solve problems and achieve goals
- 4.8 Partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- 4.9 Community youth family services are integrated with school programs
- 4.10 Community stakeholders are treated equitably
- 4.11 Diversity is recognized and valued
- 4.12 Effective media relations are developed and maintained
- 4.13 A comprehensive program of community relations is established
- 4.14 Public resources and funds are used appropriately and wisely
- 4.15 Community collaboration is modeled for staff
- 4.16 Opportunities for staff to develop collaborative skills are provided

Comments:

Standard 5: Integrity, Fairness, Ethics

A school administrator is an educational leader who promotes the success of all students by acting with **integrity, fairness, and in an ethical manner**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 5.1 Examines personal and professional values
- 5.2 Demonstrates a personal and professional code of ethics
- 5.3 Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- 5.4 Serves as a role model
- 5.5 Accepts responsibility for school operations
- 5.6 Considers the impact of one's administrative practices on others
- 5.7 Uses the influence of the office to enhance the educational program rather than the personal gain

- 5.8 Treats people fairly, equitably, and with dignity and respect
- 5.9 Protects the rights and confidentiality of students and staff
- 5.10 Demonstrates appreciation for and sensitivity to the diversity in the school community
- 5.11 Recognized and respects the legitimate authority of others
- 5.12 Examines and considers the prevailing values of the diverse school community
- 5.13 Expects that others in the school community will demonstrate integrity and exercise ethical behavior
- 5.14 Opens the school to public scrutiny
- 5.15 Fulfills legal and contractual obligations
- 5.16 Applies laws and procedures fairly, wisely, and considerately
- 5.17 Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results
- 5.18 Demonstration of professional growth

Comments:

Standard 6: Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by **understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.**

Performances – The administrator facilitates process and engages in activities ensuring that:

- 6.1 The environment in which schools operate is influenced on behalf of students and their families
- 6.2 Communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- 6.3 There is ongoing dialogue with representatives of diverse community groups
- 6.4 The school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- 6.5 Public policy is shaped to provide quality education for students
- 6.6 Lines of communication are developed with decision makers outside the school community

Comments:

Overall Ratings:

Administrative Standards:

The Teacher:

- Standard 1: Vision
- Standard 2: School Culture & Learning
- Standard 3: Management
- Standard 4: Collaboration
- Standard 5: Integrity, Fairness, Ethics
- Standard 6: Political, Economic, Legal

Meets

Growth
Required

*Does
Not Meet

Overall Rating _____

Individual Growth Plan (standards for focus) Standard # _____

This observation was discussed in a conference between the evaluator and evaluatee on _____.

Evaluatee's Signature

Evaluator's Signature

Evaluatee Comments

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Grade/Content Area _____

Evaluator _____ Position _____

School/Work Site _____

Dates(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Overall Ratings:

Administrative Standards:	<u>Meets</u>	<u>Growth Required</u>	<u>*Does Not Meet</u>
1. Vision	_____	_____	_____
2. School Culture and Learning	_____	_____	_____
3. Management	_____	_____	_____
4. Collaboration	_____	_____	_____
5. Integrity, Fairness, Ethics	_____	_____	_____
6. Political, Economic, Legal	_____	_____	_____

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. ___ 2. ___ 3. ___ 4. ___ 5. ___ 6. ___

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed.

Evaluatee: Agree with this summative evaluation _____ Signature _____ Date _____
 Disagree with this summative evaluation

Evaluator: _____ Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Hopkins County School District Evaluation Plan

Employment Recommendation to Central Office:

_____ Meets teacher standards for re-employment _____ Does not meet teacher standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7,8,9 and the local district plan.

*Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.

FOR EDUCATION ADMINISTRATORS

The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders that were adopted by the Educational Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky.

Review the following standard titles and descriptions of each:

ISLLC Evaluation Standards for Education Administrators

Standard 1: Vision

A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: School Culture and Learning

A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: Management

A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: Collaboration

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5: Integrity, Fairness, Ethics

A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Standard 6: Political, Economic, Legal

A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural content.

Kentucky Administrative Regulations

TITLE 704

EDUCATION, ARTS, AND HUMANITIES CABINET KENTUCKY BOARD OF EDUCATION DEPARTMENT OF EDUCATION OFFICE OF LEARNING PROGRAMS DEVELOPMENT

704 KAR 3:345. Evaluation guidelines.

RELATES TO: KRS 156.557

STATUTORY AUTHORITY: KRS 156.070, 156.557(3)(c)

NECESSITY, FUNCTION, AND CONFORMITY: KRS 156.557(3)(c) requires the Kentucky Board of Education to develop written guidelines for local school districts to follow in developing and implementing an evaluation system for certified employees. This administrative regulation establishes the requirements for the evaluation programs and policies of local school districts.

Section 1. Definitions. (1) "Administrator" means a certified staff person who devotes the majority of his employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

(2) "Conference" means a meeting involving the evaluator and the certified employee being evaluated for the purposes of providing feedback from the evaluator, analyzing the results of an observation or observations and other information to determine accomplishments and areas for growth leading to establishment or revision of a professional growth plan.

(3) "Evaluation" means:

(a) The process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance; and

(b) The establishment and monitoring of a professional growth plan.

(4) "Formative evaluation" is defined by KRS 156.557(3)(b)1.

(5) "Indicators" means measurable or observable behaviors and outcomes that demonstrate performance criteria.

(6) "Job category" means a group or class of positions with closely related functions (e.g., principal, coordinator, director).

(7) "Observation" means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

(8) "Other support staff" means certified staff other than teacher or administrator.

(9) "Performance criteria" means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

(10) "Position" means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

(11) "Professional growth plan" means an individualized plan that includes:

(a) Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator;

(b) Objectives, a plan for achieving the objectives, and a method for evaluating success; and

(c) Alignment with the specific goals and objectives of the school improvement plan or the district improvement plan; and

(d) Identification of school and district resources within available funds to accomplish the goals.

(12) "Standards of performance" means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

(13) "Summative evaluation" is defined by KRS 156.557(3)(b)2.

(14) "Teacher" means a certified staff person who directly instructs students.

Section 2. Each local school district shall have an evaluation plan and procedures approved by the Kentucky Department of Education. Approval of the plan and procedures shall be for the purpose of certification as to the compliance of each specific school district's evaluation plan with the guidelines established in this administrative regulation.

Section 3. The local school district shall have a written policy for the evaluation of all certified employees consistent with KRS 156.557.

Section 4. (1) An evaluation committee consisting of equal numbers of teachers and administrators shall develop evaluation procedures and forms for certified positions below the level of the district superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions.

(2) The procedures shall provide for both formative evaluation and summative evaluation and shall include the following elements:

(a) The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.

(b) The monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The local district may determine the length and frequency and nature of observations conducted by an evaluator.

(c) The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

(d) The evaluation process developed for the local superintendent by the local board of education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

(e) Evaluation shall include a formative evaluation conference between the evaluator and the person evaluated within one (1) work week following each observation. In addition, the summative evaluation conference shall be held at the end of the evaluation cycle and include all evaluation data.

- (f) Evaluation with multiple observations shall occur annually for each nontenured certified employee. The formative data collected during the beginning teacher internship period may be utilized in summative evaluation of the intern.
- (g) Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory.
- (h) Summative evaluation shall occur a minimum of once every three (3) year period for each tenured teacher.
- (i) Summative evaluation shall occur annually for an administrator.
- (j) The evaluation of a certified employee below the level of the district superintendent shall be in writing on an evaluation form developed pursuant to subsection (1) of this section and become a part of the official personnel record.
- (k) The observations shall include documentation of information to be used in determining the performance of the evaluatee.
- (l) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.
- (m) A copy of the evaluation shall be provided to the evaluatee.

Section 5. (1) The evaluation form shall include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion, specific descriptors or indicators that can be measured or observed and recorded shall be listed. Additionally, standards of performance shall be established for each criterion. The performance criteria shall include those that apply to the employee being evaluated and that are identified within KRS 156.557(2).

(2) The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employees' first school month shall not apply to the employee until the following school year.

(3) An evaluation form or instrument shall be specific for each position or job category. Other forms for observation and pre- and postconferences may be used at the discretion of the local district.

Section 6. (1) The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education.

(2) Training shall:

- (a) Include skill development in the use of the local evaluation process. Each local district shall conduct this training;
- (b) Include skill development in the identification of effective teaching and management practices, effective observation and conferencing techniques, establishing and assisting with a certified employee professional growth plan, and summative evaluation techniques relative to the academic expectations in 703 KAR 4:060. This training shall be conducted by a provider who has been approved by the Kentucky Department of Education as a trainer for the Instructional Leadership Improvement Program;
- (c) Be provided by the Kentucky Department of Education for all new administrators who are designated as evaluators. Other administrators who have not received training in the skill areas listed in paragraph (b) of this subsection may participate also; and
- (d) Be approved as a part of the evaluation plan and procedures submitted to the Kentucky Department of Education.

(3) Testing shall:

- (a) Include a cognitive test of research-based and professionally accepted teaching and management practices and effective evaluation techniques listed in subsection (2)(b) of this section; and
- (b) Be conducted by the Kentucky Department of Education or an individual or agency approved by the Kentucky Department of Education.

(4) Initial approval as an evaluator shall be issued by the Kentucky Department of Education upon completion of the required evaluation training program and successful completion of testing.

(5)(a) Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

(b) This training shall be in any one, or a combination, of the following skill areas:

- 1. Use of the local evaluation process;
- 2. Identification of effective teaching and management practices;
- 3. Effective observation and conferencing techniques;
- 4. Establishing and assisting with certified employee professional growth plans;
- 5. Summative evaluation techniques; or
- 6. Completion of training or update training in the Kentucky Teacher Internship Program in 704 KAR 20:690 or Kentucky Principal Internship Program in 704 KAR 20:470 not to exceed six (6) hours per two (2) year cycle.

(6) Each local district shall designate a contact person responsible for monitoring evaluation training and implementing the evaluation plan.

Section 7. For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

- (1) Right to a hearing as to every appeal;
- (2) Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and
- (3) Right to presence of evaluatee's chosen representative.

Section 8. (1) The local board of education shall review as needed the evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation.

(2) If a substantive change is made to the evaluation plan, the local board of education shall utilize the evaluation committee, as provided for in Section 4(1) of this administrative regulation, in formulating the revision.

(3) Examples of substantive change shall include a change in:

- (a) Cycle;
- (b) Observation frequency;
- (c) A form; or
- (d) An appeal procedure.

(4) A revision to the plan shall be reviewed and approved by the local board of education and submitted to the Kentucky Department of Education for approval.

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**156.557 Standards for improving performance of certified school personnel --
Criteria for evaluation -- Content of programs -- Administrative regulations --
Waiver for alternative plan -- Appeals -- Exemptions -- Review of evaluation
systems -- Assistance to improve evaluation systems.**

(1) The Kentucky Board of Education shall establish statewide standards for evaluation and support for improving the performance of all certified school personnel.

(2) The performance criteria on which teachers and administrators shall be evaluated shall include, but not be limited to:

(a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;

(b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;

(c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;

(d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;

(e) Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;

(f) Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;

(g) Demonstration of the effective use of resources, including technology;

(h) Demonstration of professional growth;

(i) Adherence to the professional code of ethics; and

(j) Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs (a) to (i) of this subsection.

(3) The certified employee evaluation programs shall contain the following provisions:

(a) Each certified school employee, including the superintendent, shall be evaluated by a system developed by the local school district and approved by the Kentucky Department of Education.

(b) The local evaluation system shall include formative evaluation and summative evaluation.

1. "Formative evaluation" means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

2. "Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data, that:

a. Occur at the end of an evaluation cycle; and

b. Include a conference between the evaluator and the evaluated certified employee, and a written evaluation report.

(c) The Kentucky Board of Education shall adopt administrative regulations incorporating written guidelines for a local school district to follow in developing, implementing, and revising the evaluation system and shall require the following:

1. All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator. At the request of a teacher, observations by other teachers trained in the teacher's content area or curriculum content specialists may be incorporated into the formative process for evaluating teachers;
3. All monitoring or observation of performance of a certified school employee shall be conducted openly and with full knowledge of the employee;
4. Evaluators shall be trained, tested, and approved in accordance with administrative regulations adopted by the Kentucky Board of Education in the proper techniques for effectively evaluating certified school employees and in the use of the school district evaluation system;
5. The evaluation system shall include a plan whereby the person evaluated is given assistance for professional growth as a teacher or administrator. The system shall also specify the processes to be used when corrective actions are necessary in relation to the performance of one's assignment; and
6. The training requirement for evaluators contained in subparagraph 4. of this paragraph shall not apply to district board of education members.

(4) A local district may request from the Kentucky Department of Education a waiver from the guidelines and administrative regulations promulgated by the Kentucky Board of Education as required in subsection (3)(c) of this section in order to implement an alternative evaluation plan for employees on continuing contracts. The department shall grant a waiver if the alternative plan provides for a three (3) phase certified employee evaluation plan that includes:

(a) Phase One: Evaluation for Professional Growth.

1. Evaluation is based on a wide array of relevant sources and directed toward general and specific recommendations for improvement; and
2. Evaluation does not include documentation that might adversely affect employment status.

(b) Phase Two: Transition.

1. Evaluation is for the purpose of intensive scrutiny of job performance;

2. Evaluation includes documentation that may lead to adverse employment decisions;
3. Assistance and support for improvement shall be provided by the school district; and
4. Placement of an individual in the transition phase shall not be subject to appeal, but the employee shall be notified of the decision in writing.

(c) Phase Three: Evaluation for Deficiency.

1. Notwithstanding KRS 161.760, written notice of potential termination, reduction of direct classroom responsibility, or other adverse actions and conditions for job retention are given the employee;
2. A clear time frame for proposed actions is provided the employee; and
3. The summative evaluation is subject to appeal.

An alternative plan for the evaluation of certified personnel shall be proposed to the Kentucky Department of Education if the local district evaluation committee is in support of the plan. Training necessary to implement the alternative plan shall be provided to the principals, supervisory personnel, and the employees to be evaluated. The local district shall provide support to implement the plan. The department shall provide technical assistance to districts wishing to develop alternative evaluation plans.

(5) The Kentucky Board of Education shall establish an appeals procedure for certified school employees who believe that the local school district failed to properly implement the approved evaluation system. The appeals procedure shall not involve requests from individual certified school employees for review of the judgmental conclusions of their personnel evaluations.

(6) The local board of education shall establish an evaluation appeals panel for certified personnel that shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who think they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation. In districts that have adopted an alternative evaluation plan under subsection (4) of this section, the appeal shall only apply to the summative evaluation of Phase Three.

(7) Local school districts with an enrollment of sixty-five thousand (65,000) or more students shall have an evaluation system but shall be exempt from procedures or processes described in this section as long as the plan meets the standards established by the Kentucky Board of Education for local school district evaluation systems. The local plan shall include an appeals process for employees who believe they were not fairly evaluated.

(8) Between July 15, 2000, and June 30, 2001, each school district shall review its local evaluation system to assure that the system is working effectively and to make changes to improve its system.

(9) Beginning with the 2001-2002 school year, and in subsequent years, the Kentucky Department of Education shall annually provide for on-site visits by trained personnel to a minimum of fifteen

(15) school districts to review and ensure

appropriate implementation of the evaluation system by the local school district. The department shall provide technical assistance to local districts to eliminate deficiencies and to improve the effectiveness of their evaluation systems. The department may implement the requirement in this subsection in conjunction with other requirements, including, but not limited to, the scholastic audit process required by KRS 158.6455.

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