

# 2018-2019 CERTIFIED EVALUATION PLAN

Monroe County Public Schools  
309 Emberton Street  
Tompkinsville, KY 42167

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Approved by the Monroe County Board of Education  
Date of approval: May 15, 2018

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## Certified Evaluation Plan Assurances

The Monroe County School District hereby assures the Commissioner of Education that:

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

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days 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 a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP 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 June 12, 2017.

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

## Evaluation Plan (50/50) Committee

In order to develop and implement an evaluation system for Warren County Public Schools, a committee comprised of an equal number of teachers and administrative personnel was established. This committee will be referred to throughout this document as the 50/50 Committee. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

The district shall designate a contact person responsible for monitoring evaluation training and implementing the district evaluation plan.

### 2017-2018 50/50 Committee

Teresa Anderson - Teacher  
Jeff Blythe - Administrator  
Jon Clemmons - Administrator  
Brad Crowe- Teacher  
Mike Gee - Administrator  
Dana Hammer - Teacher  
Max Petett - Administrator  
Brandi Plumlee - Teacher  
Kathy Taylor - Administrator  
Kela Wright - Teacher

### 2018-2019 Appeals Committee

Kevin Cloyd Board Appointed Administrator  
Panel Member To Be Determined  
Panel Member To Be Determined

# District Evaluation Plan

The vision for the District Evaluation Plan is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

## Roles and Definitions

1. **Administrator:** Means an employee for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **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 EPSB.
4. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
5. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
6. **Comparability:** A goal that contains a uniform expectation for student achievement and is consistently aligned with standards.
7. **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.
8. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performance at any time during the school year.
9. **Danielson Framework for Teaching:** The document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
10. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
11. **Evaluatee:** District/School personnel that are being evaluated.
12. **Evaluator (Primary):** Administrator/director who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
13. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
14. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
15. **Full/Formal Observation:** An observation consisting of one full instructional period, (i.e., bell to bell)
16. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
17. **Job Category:** A group or class of certified school personnel positions with closely related functions.
18. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b) Observer Certification
19. **Mini Observation:** An observation that does not have to be scheduled in advance with the evaluatee and will last approximately 20-30 minutes.
20. **Observation:** Documentation and feedback on a teacher's professional practices and observable behaviors.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
23. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
24. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.

25. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
26. **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 16 KAR 3:050.
27. **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
28. **Professional Growth Plan:** An individualized plan (including goals) that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
29. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
30. **Ratings:** Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.
31. **Rigor:** Congruency to the Kentucky Core Academic Standards.
32. **Scheduled Observation:** An observation that has been planned and scheduled by the primary evaluator and evaluatee.
33. **Site Visit:** Methods by which superintendents may gain insight into whether principals are meeting the performance standards.
34. **SMART Goal Criteria:** Acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Relevant, Time-bound)
35. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
36. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
37. **Surveys:** Tools used to provide information to principals about perception of job performance.
38. **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.
39. **TELL Kentucky Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
40. **Unscheduled Observation:** An observation that has not been previously scheduled with the evaluatee.
41. **Val-Ed Point of Contact:** Person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
42. **Val-Ed 360 Survey:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
43. **Working Day:** A day is defined as any day in which school is in session for instruction.
44. **Workplace Visit:** A visit to the evaluatee's work place assignment by which an evaluator may gain insight into whether the evaluatee is meeting the performance standards.

## Certified Evaluation Plan Overview

The Danielson Framework for Teaching is designed to support student achievement and the professional practice of classroom teachers. All teachers will be evaluated using the four domains from this framework and the results will be reported on district-approved forms. See page 11 for detailed information about teacher evaluation process.

A summative evaluation will be held at the end of the evaluation cycle for all certified personnel. See page 13 for detailed information about the summative process.

Other Professionals (OP) will be part of this evaluation system using the OP specific district-approved forms. See page 11 for detailed information about OP evaluation process.

## Danielson Framework for Teachers and Other Professionals

### Framework for Teaching

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

### Frameworks for Other Professionals

Planning and Preparation  
Environment  
Delivery of Service  
Professional Responsibilities

The Frameworks also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain. The timelines outlined throughout the Certified Evaluation Plan document may be adjusted as necessary for extenuating circumstances.

The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

Sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Student Growth/Achievement
- Self-assessment
- Reflection
- Assessment data
- Surveys
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre, post, formative and/or summative course evaluations

- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Progress monitoring data
- Membership in professional organizations
- Site Visit / Workplace Visit

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.



## Components of the Danielson Framework for Teaching

### Measure 1: Planning

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

### Measure 2: Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

### Measure 3: Instruction

- 3a Communicating with Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

### Measure 4: Professionalism

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Showing Professionalism

All measures will be considered in determining the employee's summative rating. Measures 1 and 4 will be measured through artifacts, conferencing, and/or observations. Measures 2 and 3 will be measured through observation and conferencing.

## Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it on the Primary Evaluator Assignment Form to the district certified evaluation plan contact. Late hires, after September 1, will have an evaluator assigned within the first 30 days of employment.

### Required:

- Observations may begin 30 calendar days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- District will adhere to the KTIP-approved guidelines when completing evaluations.

## Professional Growth Planning

The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data

from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the primary evaluator, teachers will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. The Professional Growth Plan will align with the school/district improvement plans.

Reflective practices and professional growth planning are repetitious processes. The teacher:

- (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
- (2) collaborates with his or her primary evaluator to develop a professional growth plan and action steps;
- (3) implements the plan;
- (4) regularly reflects on the progress and impact of the plan on his or her professional practice;
- (5) modifies the plan as appropriate;
- (6) continues implementation and ongoing reflection;
- (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

**Required:**

- All teachers and other professionals will participate in professional growth planning each year according to the schedule below. Teachers are encouraged to continuously self-reflect on their professional practice throughout the school year. See Tables 1, 2, and 3 for professional growth planning timelines.
- Multiple sources of data shall be used to develop the Professional Growth Plan and can be used throughout this entire process. Teachers with Accomplished or Exemplary overall summative evaluation cycle rating shall complete a self-directed growth plan. However, any individual domain that is rated as Ineffective on a summative evaluation shall be addressed in the PGP. See page 61 for the Professional Growth Form.
- For teachers with an overall summative evaluation cycle rating of Developing or Ineffective the growth plan shall be done in consultation with the primary evaluator.
- Employees who do not fulfill their contractual obligations for completing professional development shall be placed on a corrective action plan. The primary evaluator may waive this requirement in the event of extenuating circumstances.

**Table 1: Timeline for PGP for Tenured Teachers and OP Employees**

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator, develops professional growth plan and action steps by October 31.
November-March	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection.
March-April 15	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted.
April 15	Primary evaluator recommends re-employment/termination to superintendent. Annual review of PGP must be completed for all tenured teachers recommended for termination.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 2: Timeline for PGP for Non-Tenured Teacher and OP Employees**

Month	Activity
August	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
September-October	Collaborates with his/her primary evaluator after completion of mini-observation to develop growth plan and action steps by October 31.

November-January	Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed.
January-March	Continued implementation and ongoing reflection
March-April 15	Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator.
April 15	Primary evaluator completes the summative evaluation and recommends re-employment/termination to superintendent

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 3: Timeline for Late Hires (tenured and non-tenured)**

Evaluation Plan Orientation	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
Teachers hired after the first day of instruction	Complete PGP within 30 days of their hire date.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

## Observation Model for Teachers and OP Employees

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. The supervisor observation will be used to complete the summative evaluation process. See page 35 for teacher/OP formative and summative observation documents.

Observers will conduct two mini-observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini-observation session. The final observation is a full formal observation consisting of one full instructional period.

Mini-observations do not have to be announced/scheduled, however, the observer must be visible and the teacher must be aware that an observation is occurring.

For employees under the KTIP program, the observation model will follow the required KTIP process.

### Observation Timeline (tenured and non-tenured)\*

#### Required:

#### Non-tenured

- Non-tenured employees will have a minimum of 3 observations conducted by the primary evaluator (2 mini and 1 formal). The final observation is conducted by the primary evaluator and is a full/formal observation. Each year is considered a summative evaluation cycle for non-tenured employees.
- All observations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the observation form.

**Tenured**

- Tenured teachers will receive one full/formal observation by the supervisor and two mini-observations over the three-year summative cycle. The primary evaluator shall complete one mini-observation in the first year, one mini-observation the second year, and a full/formal being the final observation completed during the final year of the cycle.
- OP employees will follow a three-year cycle with a minimum of 3 primary evaluator observations. Years 1 and 2 will consist of a mini-observation by the primary evaluator and Year 3 will consist of a full/formal.
- All observations must be documented on district-approved forms. Evidence supporting the employee performance rating should be listed in the plus, delta, and/or comment section of the observation form.

**Table 4: Observation Schedule for Tenured Employees \***

Year One	Year Two	Year Three
Mini-observation by primary evaluator by April 15	Mini-observation by primary evaluator by April 15	Full/formal observation by primary evaluator by April 15

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 5: Observation Schedule for Non-Tenured Employees\***

Every Year
Mini-observation by primary evaluator by October 31
Mini-observation by primary evaluator by January 15
Full/formal observation by primary evaluator by April 15

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Observation Timeline for Late Hires (tenured and non-tenured)\***

Teachers hired during the first semester of instruction will complete all components of the observation schedule. Teachers hired during the third quarter of instruction will receive one-mini and one full/formal observation from the primary evaluator. Teachers hired during the fourth quarter of instruction will receive one-mini observation by the primary evaluator.

**\*Additional observation(s) may be conducted if deemed necessary by the primary evaluator. If the overall rating for a full/formal observation result yields an ineffective rating for any domain, a corrective action plan shall be developed and additional observation(s) shall be required. The frequency and type of additional observation(s) will be left to the discretion of the primary evaluator and the district evaluation point of contact.**

**Observation Conferencing**

**Required**

Observers will adhere to the following observation conferencing requirements:

- **Full/Formal** – The full/formal observation will be scheduled at least 2 working days prior to the observation and the teacher notified of the pending observation. An **electronic** pre-conference communication shall take place at least one working day prior to the observation. A **person-to-person, post-observation conference** will be conducted within 5 working days after the full/formal observation. All data will be entered onto the district-approved form. If the post-observation conference is not held within the 5 working days, another full/formal observation must be scheduled.

- **Summative –**

- The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from all mini and full/formal observations and other evidence in the cycle will be reviewed so that an overall performance rating for all measures (Planning, Environment, Instruction, and Professionalism) can be determined. The summative rating/overall performance based category is then determined based on the four measure ratings.
- The summative evaluation form will be completed by April 15 of the summative evaluation year. The summative evaluation form will include an overall rating for each domain as well as an overall performance rating for the evaluation cycle.
- The summative evaluation form shall be signed by both evaluator and evaluatee. The summative evaluation form shall be included in the district teacher personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative evaluation form. The evaluatee also has the opportunity to submit a written statement in response to the summative rating and that response will be included in the office personnel record.

Decision Rules for ALL Certified Educator’s Rating - IF:	THEN:
Measure 2: Environment <b>AND</b> Measure 3: Instruction are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2: Environment <b>OR</b> Measure 3: Instruction are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1: Planning <b>OR</b> Measure 4: Professionalism are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

For employees under the KTIP program, observation and conference data will be reported on the Warren County Schools approved form in addition to the appropriate KTIP form.

### Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by KDE and 6 hours of EILA approved evaluation update training annually prior to conducting observations for the purpose of evaluation. Administrators who are evaluating first year teachers must also complete the current KTIP requirements.

To ensure consistency of observations, evaluators must also be trained yearly through administrator professional development.

To find additional evidence to support standards that might not be available by classroom observation, the following will be used as needed and documented on the formative and summative forms as needed.

1. Teacher Interview
2. Student Survey
3. Communication Logs with parents and others
4. PLC Minutes
5. Webpage Review
6. Professional Development Log
7. Report cards/progress reports

8. Lesson/Unit plan'
9. Parent teacher conference notes and log
10. Review of Infinite Campus, grading, assignments, etc
11. Any other document or process that is mutually agreed upon by evaluator and evaluatee.

**Table 6: Timeline for Tenured Employees**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-April 15)
An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (April 15)
One mini—Primary evaluator (4/15)	One mini-Primary evaluator (4/15)	One formal/full observation by primary evaluator (4/15)
Primary evaluator recommends reemployment/termination to Superintendent (4/15)	Primary evaluator recommends reemployment/termination to Superintendent (4/15)	Summative Evaluation completed. (4/15)
		Primary evaluator recommends reemployment/termination to Superintendent (4/15)
		Summative Evaluation Form submitted to Personnel Office (6/15)

**Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).**

**Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.**

**See page 35 for teacher/OP formative and summative observation documents.**

**Table 7: Timeline for Non-Tenured Employees**

<b>Every Year</b>
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Assignment of Primary Evaluator (9/1)
Professional Growth Plan (10/31)
Two mini observations by primary evaluator (10/31 and 1/15)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed. (Nov-April 15)
Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator. (April 15)
One full/formal observation by primary evaluator (4/15)
Assignment of an overall summative rating (4/15)
Primary evaluator recommends reemployment/termination to Superintendent (4/15)
Summative Evaluation Report submitted to Personnel Office (6/15)

**Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).**

**Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.**

**See page 20 for teacher/OP formative and summative observation documents.**

# Principal/District Administrators Evaluation Plan Overview

## (Principal and Assistant Principal)

The vision for the Principals/District Administrators' Evaluation Plan (PEP) is to have every school led by an effective administrator. The goal is to create a fair and equitable system to measure leader effectiveness and act as a catalyst for professional growth.

## Principal/District Administrators Performance Measures

The Administrator Performance Measures are designed to support student achievement and professional best-practice through the measures of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each measure. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting an administrators' professional practice will be situated within the four performance measures of the Kentucky Framework for Personnel Evaluation: Planning (Human Resource Management, Organizational Management), Environment (School Climate, Communication and Community Relations), Instruction (Instructional Leadership), and Professionalism. Performance will be rated for each measure according to the four performance levels: Ineffective (I), Developing (D), Accomplished (A), and Exemplary (E). It is projected that most administrators will maintain an Accomplished rating, but will occasionally have exemplary performance on measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. 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.

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

### Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits

### Other

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

- Val-Ed 360°
- TELL Survey
- Other Measures of Student Learning
- Products of Practice
- Other Sources

## Professional Growth Planning

**Completed by Administrators** The Professional Growth Plan (PGP) will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. A Principal/Assistant Principal/District Administrator Professional Growth Plan may be directed or self-directed.

### Directed Growth Plan

Goal(s) are determined by the evaluator and shall focus on an area of professional practice.



## Self-Directed Growth Plan

Goal(s) are set by the employee, with input from the primary evaluator.

### Required

- All principals, assistant principals, and district administrators will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goals (see page 61). Late hires must have their PGP submitted within 30 days of hire.
- Employees who do not fulfill their contractual obligations for completing professional development or EILA hours shall be placed on a corrective action plan.

## Site-Visits

### Completed by Primary Evaluator of Principal/District Administrator

Site visits are a method by which the primary evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the primary evaluator will discuss various aspects of the job with the administrator, and will use the administrator's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to improvement.

### Required

- Site visits will be conducted at least twice each year with the results reported on the district-approved forms (see page 52).
- An administrators' hired after the start of the school year will be required to complete both site visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site visit during the first semester.
- Principals will evaluate Assistant Principals using the district-approved form (see page 36). The Superintendent will evaluate District Administrators using the district-approved form (see page 36).

## Principal/District Administrators Site Visit Conferencing

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

1. Beginning of the Year Collaborative Conference (Conducted by September 30.)
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss reflections of the Principal Performance Standards
  - Discuss and come to agreement on the Professional Growth Plan
  - Questions/Concerns/Comments
  - Set tentative date for first site visit
  - All documentation completed on district approved forms and a copy provided to the evaluatee
2. 1<sup>st</sup> Site Visit Post-Conference (To be completed within 30 calendar days of first site visit.)
  - Purpose of Meeting
  - Discuss first observation/site visit and provide feedback
  - Discuss documentation of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for second site visit
  - All documentation completed on district approved forms and a copy provided to the evaluatee
3. 2<sup>nd</sup> Site Visit Post-Conference (To be completed within 30 calendar days of the second site visit.)
  - Purpose of Meeting
  - Discuss second observation/site visit and provide feedback
  - Review connections to Principal Performance Standards
  - Share progress toward Professional Growth Plan
  - Discuss progress of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments

- Overall Performance Category determined and Summative Evaluation completed (see page 52). A copy shall be provided to the evaluatee

**Table 8: COMBINED PRINCIPAL/ASSISTANT PRINCIPAL/DISTRICT ADMINISTRATORS TIMELINE**

Completed by July 31	Superintendent assigns Primary Evaluator for each Principal
Completed by August 15	Primary Evaluator reviews expectations of PEP
Completed by September 30 (All documentation completed and Primary Evaluator approval given through district approved form.)	Conference with Principal to develop their Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.
August to November (All documentation completed and Primary Evaluator approval given through district approved form.)	Primary Evaluator Conducts a 1 <sup>st</sup> Site Visit / Work Place Visit
(Post site visit / work place visit conferences conducted within 30 calendar days)	1 <sup>st</sup> Site Visit / Work Place Visit post-conference with Principal to review Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.
Completed by March 30 (All documentation completed and Primary Evaluator approval given through district approved form.)	Primary Evaluator completes 2nd Site Visit / Work Place Visit
(Post site visit / work place visit conferences conducted within 30 calendar days)	2 <sup>nd</sup> Site Visit / Work Place Visit post-conference with Principal to review their Professional Growth Plan Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies. Summative Evaluation completed on district approved form.
Completed by June 15	Paperwork filed with Personnel Office.

Additional Conferences may be held as deemed necessary to monitor PGP process.

All dates are tentative based on the adjustment of the school calendar. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Principals shall adhere to the same evaluation timeline for Assistant Principals/Deans.

The Superintendent shall adhere to the same evaluation timeline for District Administrators

## Summative Evaluation Rating

(Principals, Assistant Principals, District Administrators)

- The summative evaluation conference shall be held at the end of the evaluation cycle. During the summative conference, observation results from site/workplace visits and other evidence in the cycle will be reviewed so that an overall summative rating for all administrator performance measure can be determined. (See Table: Decision Rules for ALL Principal/Administrators Rating) The four performance measures of the Kentucky Framework for Personnel Evaluation are: Planning (Human Resource Management, Organizational Management), Environment (School Climate, Communication and Community Relations), Instruction (Instructional Leadership), and Professionalism .
- The summative evaluation form (see page 45) will be completed by June 15 of each year. The summative evaluation form will include an overall rating for each standard as well as an overall performance rating for the evaluation cycle.
- The summative evaluation form shall be signed by both evaluator and evaluatee. The summative evaluation form shall be included in the district personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative evaluation form, and will be given the opportunity for the evalutee to submit a written statement in response that will be included in their personnel file.

Decision Rules for ALL Principal Evaluation Rating - IF:	THEN:
Measure 2 (Environment: School Climate <b>AND</b> Communication and Community Relations) AND Measure 3 (Instruction: Instructional Leadership) are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Measure 2 (Environment: School Climate <b>OR</b> Communication and Community Relations) AND Measure 3 (Instruction: Instructional Leadership) are rated INEFFECTIVE	Summative Rating shall be DEVELOPING or INEFFECTIVE
Measure 1 (Planning: Human Resource Management, Organizational Management) OR Measure 4 (Professionalism) are rated INEFFECTIVE	Summative Rating shall NOT be EXEMPLARY
Two Measures are rated DEVELOPING, and two Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Measures are rated DEVELOPING, and two Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Two Measures are rated ACCOMPLISHED, and two Measures are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

**Required for Superintendent/Designee**

- The Superintendent/designee will determine the overall performance rating for each Principal and District Administrators. The Superintendent/designee will adhere to the PEP Timeline.

**Required for Principals**

- The Principal will determine the overall performance rating for each Assistant Principal.. The Principal will adhere to the PEP Timeline.

# Monroe County School District

## Pre-Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Conference	
Date of Planned Observation	

## Pre-Conference (Planning Conference)

Questions for Discussion:	Notes:
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or in a large group? Provide any materials the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you like me to specifically observe during the lesson?	

# Monroe County School District

## Teacher Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1a Demonstrating Knowledge of Content and Pedagogy 1b Demonstrating Knowledge of Students 1c Setting Instructional Outcomes 1d Demonstrating Knowledge of Resources 1e Designing Coherent Instruction 1f Designing Student Assessments				
Positives:				
Areas of Growth:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Classroom Environment</b>				
2a Creating an Environment of Respect and Rapport 2b Establishing a Culture for Learning 2c Managing Classroom Procedures 2d Managing Student Behavior 2e Organizing Physical Space				
Positives:				
Areas of Growth:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Instruction</b>				
3a Communicating with Students 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating Flexibility and Responsiveness				
Positives:				
Areas of Growth:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4a Reflecting on Teaching 4b Maintaining Accurate Records 4c Communicating with Families 4d Participating in the Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism				
Positives:				
Areas of Growth:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Teacher Employee Summative Evaluation Form

Employee Name	
School	
Grade Level/Subject(s)	
Primary Evaluator	
Date of Observation(s)	
Date Of Summative Conference	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
Performance Measure 1 Planning and Preparation				
Performance Measure 2 Classroom Environment				
Performance Measure 3 Instruction				
Performance Measure 4 Professional Responsibilities				
Summative Rating:				
<b>Professional Growth Plan Review</b>				
<b>Evaluator Comments</b>				
<b>Evaluatee Comments</b>				

Evaluatee (please check appropriate line): \_\_\_\_\_ I agree with this summative evaluation  
\_\_\_\_\_ I disagree with this summative evaluation

Evaluator (please check appropriate line): \_\_\_\_\_ Employee meets measure for reemployment  
\_\_\_\_\_ Employee does not meet measure for reemployment

The evaluation is not the sole factor taken into consideration in determining continued employment.

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Therapeutic Specialist Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license 1B - Establishing goals for the therapy program appropriate to the setting and the students served 1C - Demonstrating knowledge of District state and federal regulations and guidelines 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students 1F - Developing a plan to evaluate the therapy program				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Establishing rapport with students 2B - Organizing time effectively 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the treatment center 2E - Organizing physical space for testing of students and providing therapy				
Positives:				
Negatives:				
Comments:				



	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Responding to referrals and evaluating student needs 3B - Developing and implementing treatment plans to maximize student s success 3C - Communicating with families 3D - Collecting information; writing reports 3E - Demonstrating flexibility and responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Collaborating with teachers and administrators 4C - Maintaining an effective data management system 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity advocacy and maintaining confidentiality				
Positives:				
Negatives:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## School Psychologist Formative Observation Document for Full/Formal and Mini Observations:

Employee Name	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students 1B - Demonstrating knowledge of child and adolescent development and psychopathology 1C - Establishing goals for the psychology program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district 1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention 1F - Developing a plan to evaluate the psychology program				
Plus:				
Delta:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Establishing rapport with students 2B - Establishing a culture for positive mental health throughout the school 2C - Establishing and maintaining clear procedures for referrals 2D - Establishing standards of conduct in the testing center 2E - Organizing physical space for testing the students and storage of materials				
Plus:				
Delta:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Responding to referrals consulting with teachers and administrators 3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines 3C - Chairing evaluation team 3D - Planning interventions to maximize student's likelihood of success 3E - Maintaining contact with physicians and community mental health service providers 3F - Demonstrating flexibility and responsiveness				
Plus:				
Delta:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Communicating with families 4C - Maintaining accurate records 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Plus:				
Delta:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Librarian Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating Knowledge of Content Curriculum and Process 1B - Demonstrating Knowledge of Students 1C - Supporting Instructional Goals 1D - Demonstrating Knowledge and Use of Resources 1E - Demonstrating a Knowledge of Literature and Lifelong Learning 1F - Collaborating in the Design of Instructional Experiences				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A- Creating an environment of respect and rapport 2B - Establishing a Culture for Learning 2C - Managing Library Procedures 2D - Managing student behavior 2E - Organizing physical space				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Communicating Clearly and Accurately 3B - Using Questioning and Research Techniques 3C - Engaging Students in Learning 3D - Assessment in Instruction (whole class, one-on-one and small group) 3E - Demonstrating Flexibility and Responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on Practice 4B - Maintaining Accurate Records 4C - Communicating with School Staff and Community 4D - Participating in a Professional Community 4E - Growing and Developing Professionally 4F - Collection Development and Maintenance 4G - Managing the Library Budget 4H - Managing Personnel 4I - Professional ethics				
Positives:				
Negatives:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Instructional Specialist Formative Observation Document for Full/Formal and Mini Observations:

Employee Name	
Employee ID#	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	
PD Days Completed	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge of current trends in specialty area and professional development 1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program 1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served 1D - Demonstrating knowledge of resources both within and beyond the school and district 1E - Planning the instructional support program integrated with the overall school program 1F - Developing a plan to evaluate the instructional support program				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Creating an environment of trust and respect 2B - Establishing a culture for ongoing instructional improvement 2C - Establishing clear procedures for teachers to gain access to the instructional support 2D - Establishing and maintaining norms of behavior for professional interactions 2E - Organizing physical space for workshops or training				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Collaborating with teachers in the design of instructional units and lessons 3B - Engaging teachers in learning new instructional skills 3C - Sharing expertise with staff 3D - Locating resources for teachers to support instructional improvement 3E - Demonstrating flexibility and responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Preparing and submitting budgets and reports 4C - Coordinating work with other instructional specialists 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism including integrity and confidentiality				
Plus:				
Delta:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Guidance Counselor Formative Observation Document

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

Indicate the overall rating for each domain. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
1A - Demonstrating knowledge of counseling theory and techniques 1B - Demonstrating knowledge of child and adolescent development 1C - Establishing goals for the counseling program appropriate to the setting and the students served 1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district 1E - Plan in the counseling program integrated with the regular school program 1F - Developing a plan to evaluate the counseling program				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 2 Environment</b>				
2A - Creating an environment of respect and rapport 2B - Establishing a culture for productive communication 2C - Managing routines and procedures 2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school 2E - Organizing physical space				
Positives:				
Negatives:				
Comments:				



	I	D	A	E
<b>Performance Measure 3 Delivery of Service</b>				
3A - Assessing student needs 3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs 3C - Using counseling text makes an individual and classroom programs 3D - Brokering resources to meet needs 3E - Demonstrating flexibility and responsiveness				
Positives:				
Negatives:				
Comments:				

	I	D	A	E
<b>Performance Measure 4 Professional Responsibilities</b>				
4A - Reflecting on practice 4B - Maintaining records and submitting them in a timely fashion 4C - Communicating with families 4D - Participating in a professional community 4E - Engaging in professional development 4F - Showing professionalism				
Plus:				
Delta:				
Comments:				

Additional Comments:

<b>Professional Growth Plan Review</b>
<b>Summary Evaluator Comments</b>
<b>Summary Evaluatee Comments</b>

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Monroe County School District

## Other Professionals (OP) Employee Summative Evaluation Form

Employee Name	
School	
Grade Level/Subject(s)	
Primary Evaluator	
Date of Observation(s)	
Date Of Summative Conference	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1 Planning and Preparation</b>				
<b>Performance Measure 2 Environment</b>				
<b>Performance Measure 3 Delivery of Service</b>				
<b>Performance Measure Professional Responsibilities</b>				
<b>Summative Rating</b>				
<b>Professional Growth Plan Review</b>				
<b>Evaluator Comments</b>				
<b>Evaluated Comments</b>				

Evaluated (please check appropriate line): \_\_\_\_\_ I agree with this summative evaluation  
 \_\_\_\_\_ I disagree with this summative evaluation

Evaluator (please check appropriate line): \_\_\_\_\_ Employee meets measure for reemployment  
 \_\_\_\_\_ Employee does not meet measure for reemployment

The evaluation is not the sole factor taken into consideration in determining continued employment.

\_\_\_\_\_  
 Evaluated Signature

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Primary Evaluator's Signature

\_\_\_\_\_  
 Date

# Monroe County School District

## Post-Observation Document (Optional)

Employee Name	
School	
Grade Level/Subject(s)	
Observer	
Date of Observation	
Date of Post Observation Conference	

**For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflection:**

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

# Administrator

(Principal/Assistant Principal/District Administrators)

# Evaluation Plan Documents

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected PEP documents.**

# Monroe County Schools

## Formative Site Visit / Work Place Visit Form Principal/District Administrators Evaluation Plan

Employee Name	
School	
Duty Assignment	
Primary Evaluator/Observer	
Date of Observation	
Date Of Conference	
EILA Hours Completed	

Circle the observed level of performance for each standard. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

### Summary of Formative Evaluation/Observation/Visit:

Measure	Observer Rating				Comments
<p><b>1. Planning</b></p> <p><b>Human Resource Management</b> The administrator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p> <p><b>Organizational Management</b> The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>	I	D	A	E	
<p><b>2. Environment</b></p> <p><b>School Climate</b> The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p><b>Communication and Community Relationship</b> The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>	I	D	A	E	
<p><b>3. Instruction</b></p> <p><b>Instructional Leadership</b> Administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p>	I	D	A	E	
<p><b>4. Professionalism</b> The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>	I	D	A	E	

Evaluatee Signature

Date

Primary Evaluator's Signature

Date

**Standard Specific Information from Formative Evaluation/Observation/Visit:**

**Performance Standard 1. Instructional Leadership**

*The administrator fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The administrator:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Suggested Guiding Questions/Prompts:**

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 2: School Climate**

*The administrator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The administrator:**

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

**Suggested Guiding Questions/Prompts:**

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 3: Human Resources Management**

*The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The administrator:**

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

**Suggested Guiding Questions/Prompts:**

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?*

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**



**Performance Standard 4: Organizational Management**

*The administrator fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The administrator:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

**Suggested Guiding Questions/Prompts:**

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 5: Communication and Community Relations**

*The administrator fosters the success of all students by communicating and collaborating effectively with stakeholders.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The administrator:**

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

**Suggested Guiding Questions/Prompts:**

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

**Performance Standard 6: Professionalism**

*The administrator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.*

**Sample Performance Indicators: Examples may include, but are not limited to:**

**The administrator:**

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

**Suggested Guiding Questions/Prompts:**

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

**Evidence requested by the evaluator or provided by the administrator: Indicate contributor with an (E) or (P).**

**Evaluator's Feedback:**

# Monroe County School District

## Summative Evaluation Form (Principal/District Administrator Evaluation Plan)

Employee Name	
School	
Duty Assignment	
Primary Evaluator/Observer	
Date of Observation(s)	
Date Of Summative Conference	
EILA Hours Completed	

Indicate the level of employee proficiency for each standard and the overall summative rating. Ineffective (I), Developing (D), Accomplished (A), or Exemplary (E)

	I	D	A	E
<b>Performance Measure 1: Planning:</b> Human Resource Management and Organizational Management				
<b>Performance Measure 2: Environment:</b> School Climate and Communication/Community Relations				
<b>Performance Measure 3: Instruction:</b> Instructional Leadership				
<b>Performance Measure 4: Professionalism</b>				
<b>Summative Rating:</b>				
<b>Professional Growth Plan Review</b>				
<b>Evaluator Comments</b>				
<b>Evaluatee Comments</b>				

Evaluator (please check appropriate line): \_\_\_\_\_ Employee meets measure for reemployment  
 \_\_\_\_\_ Employee does not meet measure for reemployment

The evaluation is not the sole factor taken into consideration in determining continued employment.

Evaluator (please check appropriate line): \_\_\_\_\_ Employee Professional Development and EILA Credits are Up to Date  
 \_\_\_\_\_ Employee Professional Development and EILA Credits are NOT Up to Date

Evaluatee (please check appropriate line): \_\_\_\_\_ I agree with this summative evaluation  
 \_\_\_\_\_ I disagree with this summative evaluation

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

# Certified Employee

# Professional Growth Plan Form

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.**

# Monroe County School District

School Year: \_\_\_\_\_

*Certified (Teacher/OP/Principal/District Administrator) Professional Growth Plan*

Employee Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Job Title: \_\_\_\_\_

Supervisor's Name: \_\_\_\_\_

**Danielson Framework/Performance Measure:**

**Goal (s):**

Activity (may include PD)	Date/Timeline	Training Impact / Evidence

**Employee Reflection**

\_\_\_\_\_  
Evaluatee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Primary Evaluator's Signature

\_\_\_\_\_  
Date

**The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file. An additional copy should be submitted to your Supervisor.**

# Employee Disciplinary Notice Form

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.**

**EMPLOYEE DISCIPLINARY NOTICE FORM**

\_\_\_\_\_  
Employee's Name                                      Job Title/Position                                      Department/School

\_\_\_\_\_  
Date of Infraction                                      Date & Time of Notice to Employee

**NATURE OF INFRACTION**

<b><u>(Check/Complete as Applicable)</u></b>	<b><u>Comments</u></b>
____ Attendance	
____ Safety	
____ Department/School Rules	
____ Conduct	
____ Work Performance	
____ Other (specify)	
=====	
____ Violation of Personnel Policies for Certified	
Section Number(s)	

**DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED**

**RECORD SECTION**

Has employee been warned before about this offense?                      Yes\_\_\_\_ No\_\_\_\_  
If yes, how and when?      Oral \_\_\_\_      Written \_\_\_\_      Date(s) \_\_\_\_\_

\_\_\_\_\_  
Signature of Administrator/Principal                                      Signature of Supervisor/Witness

**Signature of Employee Acknowledging Receipt of Notice**

\_\_\_\_\_  
Employee Signature                                      Date

\_\_\_\_\_  
Acknowledged by Personnel Director                                      Date

**Distribution:**  
Personnel/HR Office, Employee, and Principal/Supervisor



# Employee Corrective Action Plan Form

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.**

**MONROE COUNTY SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN**

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title: \_\_\_\_\_

Work Site: \_\_\_\_\_

Measure No.	Growth Objective/Goals (Describe desired outcomes)	Procedures & Activities for Achieving Goals & Objectives (Including support personnel)	Target Dates

(Attach more pages if necessary)

EVALUATEE'S COMMENTS:

INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:

\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

STATUS:                       ACHIEVED                       REVISED                       CONTINUED

\_\_\_\_\_  
Evaluatee's Signature                      Date

\_\_\_\_\_  
Evaluator's Signature                      Date

PROGRESS REVIEW MEETINGS:

Date	Comments	Initials

(Attach more pages if necessary)

# Certified Employee

# Evaluation Appeals Process

**Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected evaluation plan documents.  
([https://sites.google.com/a/warren.kyschools.us/pges\\_forms/](https://sites.google.com/a/warren.kyschools.us/pges_forms/))**

# Appeals Process

## POLICY STATEMENT ON LOCAL APPEALS PANEL

AS REQUIRED BY KRS 156.557(9) and 704 KAR 3:370(17)

### INTRODUCTION

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel, which 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 feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

### LENGTH OF TERM

The length of term for Appeals Panel members shall be one year except for 1986-87. The beginning date shall be July 1 and the ending date shall be June 30 except for the 1986-87 school year when the term will be thirteen months beginning June 1, 1986 and ending June 30, 1987. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

### ELECTION OF APPEALS PANEL MEMBERS

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 1987 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

### APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

### PROCEDURES FOR APPEAL AND TIMELINES

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 working days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states

that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well.

The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

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.

Certified Personnel  
Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

Date of your summative evaluation: \_\_\_\_\_

Date Appeal received by Panel: \_\_\_\_\_

Employee's Name: \_\_\_\_\_ Employee ID Number: \_\_\_\_\_

Home Address \_\_\_\_\_

Title \_\_\_\_\_ Building \_\_\_\_\_ Grade or Department \_\_\_\_\_

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name of evaluator: \_\_\_\_\_

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal 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. I will appear before the Panel if requested.

Please check one: I desire a hearing before the Appeals Panel

I do not desire a hearing before the Appeal Panel

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Date