



HARDIN COUNTY SCHOOLS
HELPING CHILDREN SUCCEED

Hardin County Schools
Certified Evaluation Plan
Approved May 2020

Hardin County Schools Certified Evaluation Plan Committee

Linda Reed	Director of Assessment and Program Effectiveness	Administrator
Jeff Maysey	HS Asst Principal	Administrator
Brittany Nickell	MS Principal	Administrator
Chalis Packer	ES Principal	Administrator
Mike Lawson	Director of Human Resources	Administrator
Emily Campbell	ES Principal	Administrator
Christin Swords	MS Asst Principal	Administrator
Emily Wilcoxson	Preschool	Teacher
Billy Staples	Elementary	Teacher
Leslie Lewis	High School	Teacher
Jami Reynolds	Middle School	Teacher
Scott Squires	Elementary	Teacher
Tyler Birdwhistell	Middle School	Teacher
Jennifer Cobb	High School	Teacher

Hardin County Schools 2020-21 Certified Evaluation Plan

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CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN ASSURANCES

Hardin County Schools hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Name	Title
Linda Reed	Director of Assessment and Program Effectiveness
Jeff Maysey	HS Asst Principal
Brittany Nickell	Principal
Chalis Packer	ES Principal
Mike Lawson	Director of Human Resources
Emily Campbell	ES Principal
Christin Swords	MS Asst Principal
Emily Wilcoxson	Preschool
Billy Staples	Elementary
Leslie Lewis	High School
Jami Reynolds	Middle School
Scott Squires	Elementary
Tyler Birdwhistell	Middle School
Jennifer Cobb	High School

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluator no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee’s official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district’s certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on _____ . (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

Hardin County Schools Certified Personnel Evaluation Plan

Roles and Definitions

1. **Appeals:** A process by which certified personnel may appeal their certified evaluation.
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. **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.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
11. **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers and other professionals who are rated ineffective in professional practice
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
15. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals (Includes school counselors, library media specialists, school-level instructional coaches, and therapeutic specialists)
17. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
18. **Performance Measure Rating:** The rating for each performance measure aligned to the Kentucky Framework for Personnel Evaluation for certified personnel below the level of superintendent.
19. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

20. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
21. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
22. **Sources of Evidence:** The district determined evidence aligned to the Performance Measure and used by evaluators to inform Performance Measure Ratings as defined by 704 KAR 3:370
23. **Summative Rating:** The overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

For Additional Definitions and Roles, please see 704 KAR 3:370

**The Kentucky Framework for Personnel Evaluation:
Role Group, Measure, and Performance Criteria**

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<i><u>Teacher</u> KY Framework for Teaching</i>	<i><u>Domain 1</u> Planning and Preparation</i>	<i><u>Domain 2</u> Classroom Environment</i>	<i><u>Domain 3</u> Instruction</i>	<i><u>Domain 4</u> Professional Responsibilities</i>
<i><u>Other Professional</u> The Kentucky Frameworks for Teaching-Specialists Frameworks</i>	<i><u>Domain 1</u> Planning and Preparation</i>	<i><u>Domain 2</u> The Environment</i>	<i><u>Domain 3</u> Delivery of Service</i>	<i><u>Domain 4</u> Professional Responsibilities</i>
<i><u>Principal</u> Professional Standards for Educational Leaders (PSEL)</i>	<i><u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations & Management <u>Standard 10</u> School Improvement</i>	<i><u>Standard 3</u> Equity & Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers & Staff</i>	<i><u>Standard 4</u> Curriculum, Instruction, & Assessment <u>Standard 5</u> Community of Care & Support for Students <u>Standard 6</u> Professional Capacity of School Personnel</i>	<i><u>Standard 2</u> Ethics & Professional Norms <u>Standard 8</u> Meaningful Engagement of Families & Community</i>
<i><u>District Certified Personnel</u> Principal Performance Standards</i>	<i><u>Standard 3</u> Human Resource Management <u>Standard 4</u> Organizational Management</i>	<i><u>Standard 2</u> School Climate <u>Standard 5</u> Communication & Community Relations</i>	<i><u>Standard 1</u> Instructional Leadership</i>	<i><u>Standard 6</u> Professionalism</i>

***TEACHER AND OTHER PROFESSIONALS
EVALUATION SYSTEM***

The Performance Measures

Performance Measures based on the Kentucky Framework for Teaching include:

Planning
Environment
Instruction
Professionalism

The Frameworks also include 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 is used to exemplify the performance criteria for all four (4) performance measures found in the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each measure.

The use of professional 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 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 measure, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Other Measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related to supporting an educator's summative ratings will be completed and documented to inform the Summative Rating. All Summative Ratings will be recorded in the District Toolbox.

District Toolbox:

Each certified district employee will have a Toolbox of documents securely stored on the district approved storage system (i.e. Google Drive). The employee's Toolbox will include all necessary forms to complete the evaluation process and record each source of evidence. The Toolbox will be shared with the employee, the supervisor evaluating the employee and the district-level employee who oversees evaluations.

A review of the Certified Evaluation Plan with all certified personnel below the level of superintendent will occur within the first 30 calendar days of reporting for employment and will be documented by the evaluator.

Evidence 1: Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The teacher and/or other professional (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress 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.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects 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 administrators, teachers/other professionals identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- Self-reflection by teachers and other professionals shall include a brief explanation of the score assigned by the teacher/professional for each performance criteria that must include strengths and areas of growth for each standard.
- All teachers and other professionals will document self-reflection and professional growth planning in their District Toolbox.
- An initial self-reflection will be completed by **September 30th** of each year. For employees hired after September 30, the self-reflection must be completed within 30 working days.
- The self-reflection is only required for submission one time per year. However, teachers/professionals may continue to self-reflect throughout the year. When completing the self-reflection, the employee shall assign a rating to each component.
- Professional Growth Plans will be submitted to the supervisor through the District Toolbox by **September 30th**. For employees hired after September 30, the professional growth plan must be completed within 30 working days.
- Each teacher and other professional will have a minimum of **TWO** professional growth goals. One goal must align to the school/district improvement plan (CSIP/CDIP).
- The professional growth plan will consist of answering the following three questions in detail:
 - What can I change about my practice that will effectively impact student learning?
 - How can I develop a plan of action to address my professional learning?
 - How will I know if I accomplished my objective?
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by **October 15th** each year. For employees hired after October 15, the supervisor will have 15 working days to approve the professional growth plan after it is submitted by the employee.
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process

will submit the growth plan through their District Toolbox. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart in the certified evaluation plan.

- All Professional Growth Plans will be reviewed annually by **April 30th** in their District Toolbox.
- An optional mid-year review of the professional growth goal may be requested by the evaluator or evaluatee. During the review, the goal cannot be changed. However, strategies for achieving the goal can be modified. Mid-year reviews should occur before February 15 of each year.

Evidence 2: Observation

The observation process is one source of evidence to determine educator effectiveness.

Observation Model

- Three (3) required observations in the summative cycle for tenured teachers and other professionals.
- Two (2) required observations in the summative cycle for non-tenured teachers and other professionals.
- First year teachers or other professionals (with no experience) shall follow the state/district approved TIP (Teacher Internship Program). Please see TIP Manual for guidance and timelines. TIP teachers and other professionals will be required to have 4 Resource Teacher Observations completed (1 per quarter). TIP teachers will follow the CEP guidelines of 3 full observations by their building administrator during the TIP year. If TIP is not required, first year teachers or other professionals (Teacher Interns) shall have 3 (three) required full observations by the evaluator.
- Evaluators may schedule additional mini and/or full observations as needed.
- All observations can be documented in the District Toolbox.
- Observers will conduct mini observations of approximately 20-30 minutes. The final observation is a formal observation consisting of a full class or lesson observation.
- Other professionals (School Counselors, Library Media Specialists, Instructional Coaches, and Therapeutic Specialists) may require a site-visit format instead of an observation format. The decision to have a site-visit format should be determined prior to the observation by the evaluator. If a site-visit format is utilized, a list of questions should be determined in advance of the site-visit and agreed upon during the pre-observation/site-visit conference. The questions utilized should allow for evidence to be collected in multiple components of the other professional's performance measures.
- Observations may begin after employees have been provided evaluation orientation.

Observation Schedule

Teacher/Other Professional Status	Number/Type of Observations Three Year Cycle	Deadlines
Tenured Teacher/Other Professional	Year One: Mini Year Two: Mini Year Three: Full	Year One: December 15 Year Two: December 15 Year Three: April 1
Tenured Teacher on Improvement Plan	One Mini and One Full each year	Mini: December 15 Full: April 1
Non-Tenured Teacher (with experience)	One Mini and One Full each year	Mini: December 15 Full: April 1
First-Year Teacher (no experience)	Three Full by Evaluator first year or HCS Teacher Internship Program (HCS TIP) requirements	First Full: October 1 Second Full: February 1 Full: April 1 or Follow HCS TIP Calendar

**Observation windows may be altered by the Director of Evaluation and Benefits if needed due to inclement weather days. All observations (including post conferences) must be completed by April 30th of the school year. For evaluatees who do not report to work for sixty (60) or more consecutive school days or who are hired after the start of the school year, observations will be reduced to accommodate their actual number of work days. Every effort will be made by the evaluator to insure that evaluatees receive the appropriate number of observations using the chart below.

Number of Work Days	Employee Type	Observations Required
1-60	Non-Tenured	Full
1-60	Tenured in Summative Cycle	Full
1-60	Tenured (non-summative year)	One Mini
1-60	First Year Teachers	One Full
61-120	Non-Tenured	One Mini and One Full
61-120	Tenured in Summative Cycle	Full
61-120	Tenured (non-summative year)	One Mini
61-120	First Year Teachers	Two Full

Observation Conferencing

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

Pre-observation conferences will be recorded in the District Toolbox.

Pre-observation conferences with the supervisor may be conducted in person, or submitted electronically through e-mail or other electronic platforms.

The observer will provide scripted evidence to observe **within three (3) working days of observation** inside the District Toolbox or by other means (paper copy/email).

All observations will include a post-observation conference to be conducted **within five (5) working days** following each observation and will be documented in the District Toolbox.

Post-observation conferences must be conducted in person.

When completing a site visit for OPGES, the post observation/site visit conference will occur simultaneously inside the District Toolbox.

Evaluator Certification and Observer Training

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting formative or summative observations for the purpose of evaluation.

All administrators and evaluators shall be trained, tested, and certified according to state guidelines, including training by the district in the use of the local evaluation process. (704 KAR 3:345, Section 6 and 704 KAR 3:370, Section 6).

All evaluators must receive a minimum of six (6) hours annually of personnel evaluation system training approved by the Effective Instructional Leadership Act (704 KAR 3:325).

Peer Observers: Peer observation may be used as a source of evidence to inform a summative rating only if requested by the teacher or other professional being evaluated. Peer Observers must complete District approved observation training prior to completing an observation to be used to inform evaluation.

Evidence 3: Products of Practice/Other Sources of Evidence

Teachers and Other Professionals shall provide additional evidence to support assessment of their own professional practice. These evidence should yield information related to the teacher's practice within the performance criteria.

- **observations conducted by certified supervisor observer(s) (REQUIRED)**
- **self-reflection and professional growth plans (REQUIRED)**
- **at least one other source of evidence from each measure per summative cycle (REQUIRED)**

Teachers shall select one piece of evidence from each measure. Teachers on a directed growth plan will select their evidence with guidance from the evaluator.

Measure 1 Planning	Measure 2 Environment	Measure 3 Instruction	Measure 4 Professionalism
<ul style="list-style-type: none"> ● Curriculum Units ● Lesson Plans ● Pacing Guides w/ teacher annotation ● Student Data cords ● Student interest surveys ● Other evidence related to planning approved by evaluator 	<ul style="list-style-type: none"> ● Student Voice Survey Results ● Student Behavior Management System ● Technology Usage (i.e. device logs, online site used by students, etc.) ● Student goal setting sheets or contracts with students ● Video lesson ● Other evidence related to environment approved by evaluator 	<ul style="list-style-type: none"> ● Student Growth Data ● Pre/Post Test Results ● Student Work Samples with Feedback ● Student self assessments ● Video lesson ● Other evidence related to instruction approved by evaluator 	<ul style="list-style-type: none"> ● Communication Logs ● Parent communication and/or survey results ● PLC minutes ● Committee minutes ● Engagement in professional organizations ● Newsletters ● Grade book or progress monitoring ● Action research ● Other evidence related to professionalism approved by evaluator

Letters and Memos: 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.

Summative Evaluation and Rating

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Measure at the culmination of an educator's cycle.

- Provide a summative rating for each measure based on evidence.
- All ratings **must** be recorded in the District Toolbox.
- A copy of the Summary of Evidence will be **printed and signed** by the evaluator and the evaluator to be placed in the district personnel file. The evaluatee will also receive a copy of the summative rating.

Determining Overall Summative Rating

An educator's summative rating is determined using the following steps:

- **Determine the individual measure ratings through the use of sources of evidence and professional judgment.**

When scoring each measure, you will convert using the following system:

Exemplary = 4

Accomplished = 3

Developing = 2

Ineffective = 1

The overall summative rating is the average of the performance measures when combined.

If the evaluatee's score falls between...	Then the overall summative rating will be...
3.6-4.0	Exemplary
2.6-3.5	Accomplished
2.0-2.5	Developing
1.0-1.9	Ineffective

At the conclusion of the evaluation cycle, all evaluatees have the opportunity to submit a written statement in response to the summative rating. The overall summative evaluation will be documented in writing and included in the evaluatee's official personnel record along with any written statement submitted by the evaluatee in response to the rating.

Professional Growth Plan and Summative Cycle

Based on the overall rating, the type of Professional Growth Plan and length of summative cycle for **tenured teachers and other professionals** is determined using the chart below:

IF	THEN
EXEMPLARY/ACCOMPLISHED	THREE-YEAR Self-Directed Growth Plan <ul style="list-style-type: none">● Goal set by teacher with evaluator input● Plan activities are teacher directed and implemented with colleagues● Formative review annually summative review at end of year three
DEVELOPING	THREE-YEAR Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator with input from teacher● Goals focus on professional practice and student growth● Plan activities that are designed by evaluator with teacher input● Formative review annually● Summative review at end of year three
INEFFECTIVE	ONE-YEAR Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator● Goals focus on low performance/outcome area● Plan activities designed by evaluator with educator input● Formative review by midpoint● Summative review at end of plan

***PRINCIPAL AND ASSISTANT PRINCIPAL
EVALUATION SYSTEM***

Principal Performance Measures

Performance Measures include:

Planning
Environment
Instruction
Professionalism

The Professional Standards for Educational Leaders (PSEL) are designed to support student achievement and professional best-practice through the following Standards: 1. Mission, Vision, and Core Values, 2. Ethics and Professional Norms, 3. Equity and Cultural Responsiveness, 4. Curriculum, Instruction, and Assessment, 5. Community of Care and Support for Students, 6. Professional Capacity of School Personnel, 7. Professional Community for Teachers and Staff, 8. Meaningful Engagement of Families and Community, 9. Operations and Management, and 10. School Improvement. These standards make up the four performance measures as follows: Planning performance measure includes Standards 1, 9, and 10. Environment includes Standards 3 and 7. Instruction includes Standards 4, 5, and 6. Professionalism performance measure includes Standards 2 and 8.

The Standards are “model” professional standards in that they communicate expectations to practitioners, supporting institutions, professional associations, policy makers and the public about the work, qualities and values of effective educational leaders. They serve as a compass that guides the direction of practice directly as well as indirectly through the work of policy makers, professional associations, and supporting institutions.

Performance will be rated for each performance measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each performance measure.

Sources of Evidence

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:

Sources of Evidence:

- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**
- **Student Growth Goal Data**
- **Working Condition Goal**
- **Other Sources of Evidence**

District Toolbox:

Each certified district employee will have a District Toolbox of documents securely stored on a district approved storage system (i.e. Google Drive). The employee's District Toolbox will include all necessary forms to complete the evaluation process and record each source of evidence. The District Toolbox will be shared with the employee, the supervisor evaluating the employee and the district-level employee who oversees evaluations.

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Summative Rating. All Summative Ratings will be recorded in the District Toolbox.

Evidence One: Professional Growth Planning and Self-Reflection

Completed by principals & assistant principals

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

- All Principals will complete the self-reflection and a professional growth goal for the upcoming year during their summative conference (prior to June 30). For Principals hired after June 30, the self-reflection and professional growth goal must be completed within 30 working days.
- All Assistant Principals will complete the self-reflection and professional growth plan each year by **September 30th**. For Assistant Principals hired after September 30th, the self-reflection must be completed within 30 working days.
- A mid-year review of the Professional Growth Plan will occur before **May 1** each year and may be completed during the second site visit.

Evidence Two: Site-Visits

Completed by Supervisor of Principal – formative conferences for Assistant Principals completed by Supervisor

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

- Conducted at least twice each year. (Formal site-visits are not required for the Assistant Principal.)
- First site visit will be conducted before **December 31st** of the school year. Second site visit will be conducted prior to May 1st of the school year.
- Copies of all site visit documentation will be provided to the Principal/AP **within 5 working days**.
- Each site visit will include the completion of the site visit form in the District Toolbox, which includes

connectivity to the Principal Performance Standards, comments, and next steps for the Principal.

- Assistant Principals will receive at least one formative conference each year by **December 31** with their Principal using the district-approved Principal PGES Site visit form for the purpose of reflecting on current practice and making next step goals. A summative conference shall be completed annually by June 30.

Evidence Three: Student Growth Goal

Based on School Need - Goal inherited by Assistant Principal

The goal for student growth should be based on school need and used to inform the rating for measure three (instruction).

- Each Principal shall have **ONE** student growth goal.
- Goal will be developed in collaboration with the superintendent. Goal can address Proficiency, Separate Academic Indicator, Gap, Growth, Transition Readiness, Graduation Rate, or another aspect of school improvement. All goals will include a percentage in order to be measurable.
- Goal will begin in fall and end by June 30th of the calendar year. Goals can be measured for success using formative data from the school and/or district level (since state data is not available until the following school year).
- The following rules will apply when determining high, expected or low growth for a local student growth goal:
 - Interval constraints will be plus/minus 10% of the goal=Expected
 - Above the interval constraints=High
 - Below the interval constraints=Low

Mid-Year Review of Student Growth Goals:

- A mid-year review of the student growth goal will occur before March 1 each year.
- The goal cannot be changed at this point, but the strategies being implemented to obtain the goal can be adjusted.

Evidence Four: Working Conditions Goal

Goal inherited by Assistant Principal

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent IMPACT Kentucky Survey (formerly TELL) or other district/state-approved survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. The goal is used to inform measure two (environment).

- Developed following the completion of the IMPACT Kentucky Survey or other district/state-approved survey.
- Each principal in collaboration with the superintendent/designee will develop at least ONE working conditions goal based on the most current survey data.
- If a principal does not have IMPACT survey data, due to lack of participation by staff, the principal will use district IMPACT data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the survey data, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to

implement over a two-year period. Working conditions goals will be completed no later than September 1st of each year.

- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted goal statement, or conversations with the supervisor documented in the district toolbox.

Evidence Five: Products of Practice/Other Sources of Evidence

Principals/Assistant principals/Supervisors shall provide one piece of evidence from each measure to support assessment of the measures. Additional information can be requested by the supervisor/evaluator.

Measure 1: Planning	Measure 2: Environment	Measure 3: Instruction	Measure 4: Professionalism
-School schedules -Budgets -SBDM Minutes -Faculty Meeting Agendas and Minutes -Department/Grade Level Agendas and Minutes -Other evidence related to planning approved by supervisor	-Leadership Team Agendas and Minutes -Surveys -Parent/Community engagement surveys -Parent/Community engagement events documentation -Other evidence related to environment approved by supervisor	-PLC Agendas and Minutes -Instructional Round/Walk-through documentation -School assessment data (i.e. MAP, common assessments, etc.) -Other evidence related to instruction approved by supervisor	-EILA/Professional Learning experience documentation -Professional Organization memberships -Other evidence related to professionalism approved by supervisor

Letters and Memos

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.

Overall Summative Rating for Principal and/or Assistant Principal:

Required:

- Professional Growth Plan and Reflection
- Site Visits
- Student Growth Goal
- Working Conditions Goal
- Products of Practice (minimum of one from each measure)

An educator's summative rating is determined using the following steps:

- **Determine the individual measure ratings through the use of sources of evidence and professional judgment.**

When scoring each measure, you will convert using the following system:

Exemplary = 4

Accomplished = 3

Developing = 2

Ineffective = 1

The overall summative rating is the average of the performance measures when combined.

If the evaluatee's score falls between...	Then the overall summative rating will be...
3.6-4.0	Exemplary
2.6-3.5	Accomplished
2.0-2.5	Developing
1.0-1.9	Ineffective

At the conclusion of the evaluation cycle, all evaluatees have the opportunity to submit a written statement in response to the summative rating. The overall summative evaluation will be documented in writing and included in the Evaluatee's official personnel record along with any written statement submitted by the evaluatee in response to the rating.

Professional Growth Plan and Summative Cycle: Principals

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.

Overall Rating	Type of Growth Plan
Accomplished or Exemplary	Self-Directed Growth Plan <ul style="list-style-type: none">● Goal set by principal with evaluator input● Plan activities are principal-directed and implemented with colleagues● Summative review at end of plan
Developing or Ineffective	Directed Growth Plan <ul style="list-style-type: none">● Goals determined by evaluator● Goals focus on low performance/outcome area● Plan activities designed by evaluator with educator input● Formative review by midpoint● Summative review at end of plan

OTHER DISTRICT CERTIFIED PERSONNEL EVALUATION SYSTEM

OTHER DISTRICT CERTIFIED PERSONNEL INCLUDES:

- District-Level Psychologists
- District-Level Social Workers
- District-Level Educational Consultants
- Directors
- Chiefs (Associate Superintendents)
- Other District Personnel—Position must work with and/or provide support to schools throughout the district as a primary role of position.

Other District Personnel Performance Measures

Performance Measures And Role	Measures			
	Planning	Environment	Instruction	Professionalism
District Level Psychologist	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Instruction/ Delivery of Service	<u>Domain 4</u> Professional Responsibilities
Social Workers	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery of Service/ Instruction	<u>Domain 4</u> Professional Responsibilities
ED Consultants	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Environment	<u>Domain 3</u> Delivery of Service/ Instruction	<u>Domain 4</u> Professional Responsibilities
Directors & Chiefs (Associate Superintendents)	<u>Standard 3</u> Human Resource Management <u>Standard 4</u> Organizational Management	<u>Standard 2</u> School Climate <u>Standard 5</u> Communication & Community Relations	<u>Standard 1</u> Instructional Leadership	<u>Standard 6</u> Professionalism
Self-Reflection	Professional growth planning and development and Self-Reflection using the standards (above) for each District certified position			
Professional Growth Plan				
Site-Visits	Observations and Review of District Identified Evidence; Conferences			

Performance Measures and Frameworks for Other District Personnel

Performance Measures include:

Planning
Environment
Instruction
Professionalism

For each of the following positions, district personnel will utilize the standards and/or Framework most closely related to their position. Guidelines for positions are listed below. The supervisor will provide the employee with access to his/her standards and become familiar with the standards/framework for the purpose of evaluation. These frameworks and standards were created with a school-level mindset. Evaluators will utilize professional judgment to determine the appropriateness of each component/standard as it applies to the position being evaluated.

- District-Level Psychologists—Framework for School Psychologists
- District-Level Social Workers—Framework for Counselors/Social Workers
- District-Level Educational Consultants—Framework for Instructional Coaches
- Directors—Kentucky Principal Performance Standards
- Deputy Superintendents/Chiefs—Kentucky Principal Performance Standards

Evaluators must include the following evidence in determining overall ratings:

Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Site-Visits/Observations
- Products of Practice

Evidence One: Self-Reflection and Professional Growth Planning

Reflective practices and professional growth planning are iterative processes. The certified personnel (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 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.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including observation/site visit feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the evaluators, district-level certified personnel identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

- All district-level certified personnel will participate in self-reflection and professional growth planning each year.
- All district-level certified personnel will document self-reflection and professional growth planning in their District Toolbox.
- Self-reflection and professional growth plans will be completed by **September 30th** of each year for District-Level Psychologists, District-Level Social Workers, District-Level Consultants, and other District Level positions. For employees hired after September 30, the self-reflection must be completed within 30 working days.
- Self-reflection and Professional Growth Plans for Directors and Chiefs (Associate Superintendents) will be completed by June 30 of the previous school year. For Directors or Chiefs (Associate Superintendents) hired after June 30, the self-reflection and PGP will be submitted within 30 working days.
- Each district-level employee will have a minimum of **TWO** professional growth goals. One goal must align to the district improvement plan (CDIP)..
- The professional growth plan will consist of answering the following three questions in detail:
 - What can I change about my practice that will effectively impact student learning?
 - How can I develop a plan of action to address my professional learning?
 - How will I know if I accomplished my objective?
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans within 30 days of submission. For employees hired after the start of the school year, the supervisor will have 10 working days to approve the professional growth plan after it is submitted by the employee.
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the growth plan using the district-approved Self-Reflection/PGP form. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator.
- Professional Growth Plans for district-level psychologists, district-level social workers, district-level consultants, and other district level positions will be reviewed annually by April 30th on the district approved Self-Reflection and PGP form. Professional Growth Plans for directors and deputy superintendents/chiefs will be reviewed annually by June 30th.
- An optional mid-year review of the professional growth goal may be requested by the evaluator or evaluatee. During the review, the goal cannot be changed. However, strategies for achieving the goal can be modified. Mid-year reviews should occur before February 15 of each year for district-level psychologists, district-level social workers, district-level consultants, and other district level positions. Mid-year reviews for directors and deputy superintendents/chiefs should occur before March 1 of each year.

Evidence Two: Observations/Site Visits

Observations and site visits are methods used by the evaluator to gain insight into the practices and services of the district-level certified personnel. During an observation and/or site visit, the evaluator will collect data and evidence which exemplify the performance criteria of the performance measures. The data will be utilized to determine ratings for each standard and performance measure which comprise the overall summative rating.

District-Level Psychologists, District-Level Social Workers, District-Level Consultants, and other District-Level positions

District-Level Position Status	Number/Type of Observations or Site Visits	Deadlines
Tenured	Year One: Mini Year Two: Mini Year Three: Full	Year One: December 15 Year Two: December 15 Year Three: April 1
Tenured on Improvement Plan	One Mini and One Full each year	Mini: December 15 Full: April 1
Non-Tenured (with experience)	One Mini and One Full each year	Mini: December 15 Full: April 1
First-Year (no experience)	Three Full by Evaluator first year or HCS Teacher Internship Program requirements (if applicable)	First Full: October 1 Second Full: February 1 Full: April 1 or Follow HCS Teacher Internship Calendar (if applicable)

- Prior to the observation/site visit for District-Level Psychologists, District-Level Social Workers, District-Level Consultants, and other District-Level positions, the evaluatee will complete the district-approved pre-observation/site-visit form. If a site visit is being utilized, the employee and evaluator will agree upon a set of questions prior to the visit. The questions should allow for discussion around all standards and/or components so that data can be collected to inform ratings for full observations/site visits. For mini observations/site visits, the employee and evaluatee shall focus on at least 2 measures from the appropriate Framework.
- Chiefs (Associate Superintendents) and Directors will be evaluated annually. The site visit form will be a collection of observations recorded over the course of the year. A mid-year review before December 31 and a summative conference before June 30 will be held to discuss the data collected throughout the year in the District Toolbox.

Determining the Overall Summative Rating for Other District Certified Personnel:

An overall Summative Rating will be assigned to each district-level employee at the conclusion of the summative year. The overall summative rating is informed by equally weighting and combining the rating on the 4 performance measures according to the chart below.

- Overall Summative ratings will be recorded on the district-approved summary of evidence forms in the District Toolbox. The form will be printed and signed by the evaluator and the employee. A copy of the summary of evidence will be placed in the employee’s personnel file and a copy will be given to the employee.
- The summary of evidence should be completed annually for Directors and Chiefs (Associate Superintendents) before **June 30**.
- For District-Level Psychologists, District-Level Social Workers, District-Level Consultants, and other District-Level positions, the summary of evidence should be completed on their summative cycle. Non-tenured employees will have the summary of evidence completed annually. Tenured employees will have the summary of evidence completed every three years, unless they score an overall performance score of Ineffective. If they score an overall score of Ineffective, the tenured employee will be placed on an improvement plan and be evaluated annually until the overall score is Developing or Higher. All summary of evidence forms for these employees shall be completed by **April 30** each year.

Determining Overall Summative Rating

Overall summative rating is determined using the following steps:

- **Determine the individual measure ratings through the use of sources of evidence and professional judgment.**

When scoring each measure, you will convert using the following system:

Exemplary = 4

Accomplished = 3

Developing = 2

Ineffective = 1

The overall summative rating is the average of the performance measures when combined.

If the evaluatee’s score falls between...	Then the overall summative rating will be...
3.6-4.0	Exemplary
2.6-3.5	Accomplished
2.0-2.5	Developing
1.0-1.9	Ineffective

At the conclusion of the evaluation cycle, all Evaluatees have the opportunity to submit a written statement in

response to the summative rating. The overall summative evaluation will be documented in writing and included in the evaluatee’s official personnel record along with any written statement submitted by the evaluatee in response to the rating.

Professional Growth Plan and Summative Cycle

Based on the overall rating, the type of Professional Growth Plan and length of summative cycle for **tenured district personnel** is determined using the chart below:

IF	THEN
EXEMPLARY/ACCOMPLISHED	THREE-YEAR Self-Directed Growth Plan <ul style="list-style-type: none"> ● Goal set by teacher with evaluator input ● Plan activities are teacher directed and implemented with colleagues ● Formative review annually ● Summative review at end of year three
DEVELOPING	THREE-YEAR Directed Growth Plan <ul style="list-style-type: none"> ● Goals determined by evaluator with input from teacher ● Goals focus on professional practice and student growth ● Plan activities that are designed by evaluator with teacher input ● Formative review annually ● Summative review at end of year three
INEFFECTIVE	ONE-YEAR Directed Growth Plan <ul style="list-style-type: none"> ● Goals determined by evaluator ● Goals focus on low performance/outcome area ● Plan activities designed by evaluator with educator input ● Formative review by midpoint ● Summative review at end of plan

District Processes and Information for All Certified

Employees:

Orientation

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first 30 calendar days of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first 30 calendar days of employment.

This annual review shall be an explanation of the contents of the evaluation plan handbook, including the Framework for Teaching and/or Evaluation Standards, and Performance Measures.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

Corrective Action Plans

A corrective action plan may be written at any time during the school year, but **must** be written when an evaluatee scores overall Ineffective. No more than four (4) specified areas should be denoted for Improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the district approved form.

After a conference with the evaluatee, the evaluator will send a copy of the plan to the Director in charge of Evaluations. The Director will be responsible for informing the Superintendent of all persons on a Corrective Action Plan.

Responsibilities for Evaluation

1. The Hardin County Board of Education will evaluate the Superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The Superintendent or his/her designee will evaluate Principals, Central Office personnel, and Head Teachers.
3. The Director of Special Education will evaluate School Psychologists and Consultants.

4. Principals will evaluate Assistant Principals, Guidance Counselors, Librarians, Speech Therapists, and Teachers.
5. The Preschool Director will evaluate his/her certified staff. (Not to include preschool teachers)
6. The Chief Academic Officer will evaluate all ELL staff.
7. The Gifted/Talented Director will evaluate all GT resource teachers.
8. The Director in charge of evaluations will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System.
9. Evaluations shall be tracked in the District Toolbox.

Appeals Process

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within **five (5) working days of receipt of the evaluation**.
2. An appeal must be submitted to the chairperson on an appeals request form.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of Schools within **fifteen (15) working days from the date of filing the appeal**.
6. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

Powers and Conditions

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator at the hearing.
5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
 - a. Uphold the original summative evaluation
 - b. Remove the whole evaluation and any part of the summative evaluation
 - c. Order a second evaluation conducted by a trained evaluator employed by the district.

(The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)

6. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

Membership and Election Procedures for Evaluation Appeals Committee

One member is to be appointed by the board who is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee.

- a. Each school faculty may nominate one certified employee willing to serve as a committee member.
- b. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
- c. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.

- d. The Director of Evaluations shall total the votes and keep tally sheets on file for two years.
- e. Each election year, the candidate with the largest vote is named as a member of the appeals committee.
- f. The candidate receiving the second largest vote shall be named alternate.
- g. In years where there is no election, the alternate from the previous year continues to serve as the alternate.
- h. Members will serve 3-year terms with one member being elected or appointed each year. Members may serve more than one(1) term.
- i. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

Appeals Panel Hearing Procedures

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

The purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. A chosen representative may attend the hearing to represent the evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided to them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendations must include one of the following:

- A. Uphold the original evaluation
- B. Remove the whole evaluation or any part of the summative evaluation.
- C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.