



# **Jefferson County Public Schools Certified Evaluation Plan**

**2017-2018**

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## Jefferson County Public Schools Certified Personnel Evaluation Process

The objective for the JCPS Certified Personnel Evaluation Process is to have every student taught and supported by an effective certified professional and every school led by an effective leader. The goal is to create a fair and equitable process to demonstrate educator and leader effectiveness and act as a catalyst for professional growth.

### **Roles and Definitions**

1. **Artifact:** A product of a certified-employee's work that demonstrates knowledge and skills.
2. **Certified Administrator:** A certified employee, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
3. **Certified Personnel:** Certified employees, below the level of superintendent, who devote the majority of time in a position in a district for which certification is required by EPSB.
4. **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/or leading to the establishment or revision of a professional growth plan.
5. **Evaluatee:** A certified school employee who is being evaluated.
6. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
7. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
8. **Improvement Plan:** A plan for improvement up to twelve months in duration for teachers, principals, and other professionals who are rated ineffective in professional practice
9. **Intensive Support:** At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support, as specified in the JCBE-JCTA labor agreement or established JCPS district procedures (for certified personnel not included in the JCBE-JCTA labor agreement).
10. **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.
11. **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.
12. **Observer Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
13. **Other Professionals:** Certified school employees, except for teachers, administrators, assistant principals, or principals.
14. **Overall Performance Rating:** The summative rating of school-based certified employees' performance across the domains of their respective frameworks.
15. **Peer Observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
17. **Principal/Assistant Principal:** Certified school employees who serve in the role of principal or assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

18. **Professional Growth Plan:** An individualized plan for a certified employee 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, developed by the evaluatee in consultation with the evaluator.
19. **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.
20. **Student Learning Focus:** Focus area(s) of deeper learning, tailored to the needs of students, developed by each non-evaluating school-based employee in consultation with her/his evaluator.
21. **Student Progress Goal:** A goal of student progress, developed by the school-based administrator in collaboration with, and approved by, his/her supervisor.
22. **Working Conditions Goal:** A school improvement goal set by a principal or assistant principal, revisited annually, using survey data and/or other applicable sources.

***Certified Personnel Evaluation Frameworks – Teachers and Other Professionals (Library Media Specialists, Instructional Specialists, Therapeutic Specialists, and Counselors - Non-evaluating Administrators)***

The Kentucky Framework for Teaching and Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the domains of:

**Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

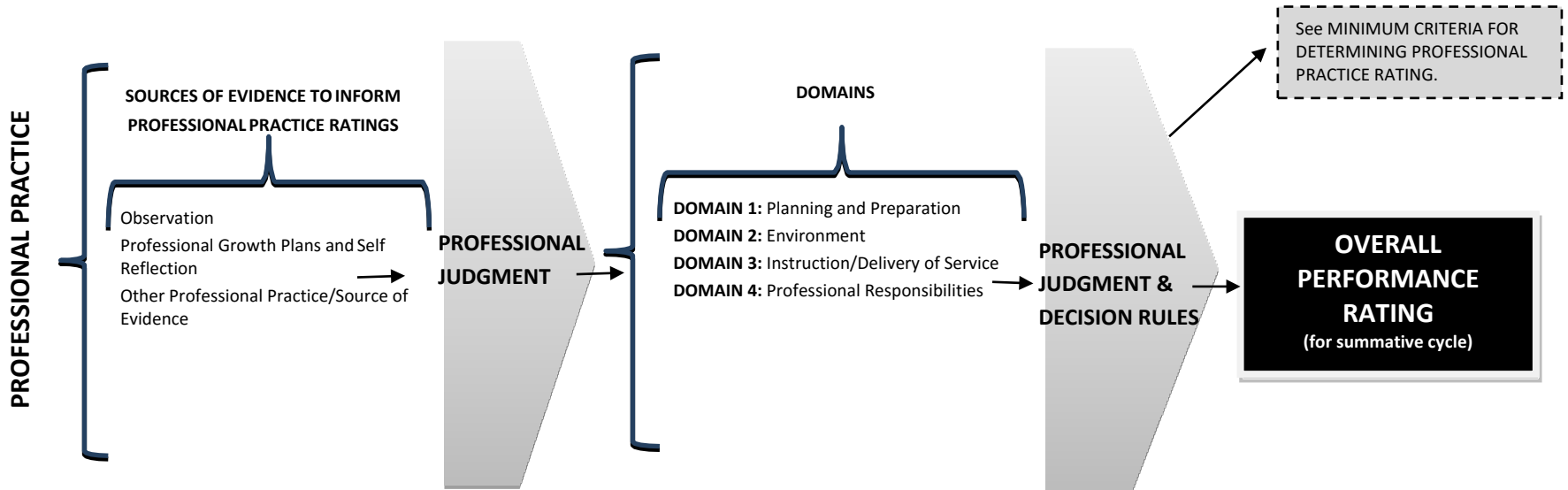
**Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

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 documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The overall performance rating is a representation of performance, combining data from multiple sources of evidence across domains.

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.*

# SUMMATIVE EVALUATION PROCESS FOR SCHOOL-BASED NON-EVALUATING PERSONNEL



## SOURCES OF EVIDENCE/FREAMEWORK FOR TEACHING ALIGNMENT

(See other professional frameworks for applicable domains and components)

FRAMEWORK for TEACHING (FtT)				SOURCES OF EVIDENCE To Inform Professional Practice																																
Domain	Planning & Preparation			Classroom Environment			Instruction	Professional Responsibilities																												
Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism														
Supervisor Observation	Observation and Evidence																																			
Professional Growth																																				
Self-Reflection																																				
Peer Observation	Professional Growth Planning and Self Reflection															Observation																				

## **Professional Practice**

### **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. Each educator (1) reflects on his or her current growth needs based on multiple sources of evidence 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 demonstrable professional goals. The plan connects evidence from multiple sources including classroom observation or site visit feedback, evidence of student learning, growth, and development, and professional growth needs identified through self-assessment and reflection

All teachers and other professionals will complete a Self-Reflection and Professional Growth Plan (PGP), the latter of which is produced in consultation with the evaluator. Both shall be completed within the first 30 calendar days of reporting for employment. This includes late hires. While self-reflection is ongoing, it shall occur formally in the Fall and in the Spring. A PGP must be recorded on an E2-form. A paper copy of the PGP, signed by both parties, shall be provided to the evaluatee. This process will be completed on an annual basis.

### **Student Learning Focus**

In addition to the Self-Reflection and Professional Growth Plan, evaluatees shall develop a Student Learning Focus - a statement regarding at least one focus area of *deeper learning*, tailored to the needs of their students. The Student Learning Focus statement shall be shared and discussed with the evaluator by Oct. 1. Learning and progress shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year.

## **Observation**

The observation and site-visit processes provide one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified educator. The supervisor observation provides *documentation and feedback* related to the effectiveness of professional practice. Only the supervisor observation(s) will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. No ratings are given by the peer observer. The purpose of observation(s) is to encourage continuous professional growth in the teaching and learning process.



## Observation Model

The observation model must fulfill the following minimum criteria:

- For Tenured Teachers: At least two (2) observations by the supervisor over the course of the three year cycle with at least one of the two occurring in the summative year.
- For All Other Tenured School-based Certified Staff: At least two (2) observations/site-visits over the course of their summative cycle with at least one of the two occurring in the summative year.
- For Non-Tenured Teachers and Non-Tenured School-based Certified Staff: At least two (2) observations by the supervisor annually.
- A peer observation must occur in the final year of the summative cycle.

All observations must be documented (evidence, feedback) on appropriate district observation forms.

## Observation Schedule

- All observations are conducted openly and with full knowledge of the educator being observed and must be documented on appropriate district observation forms.
- Advance notice (date and time) must be given for at least one observation and the observation must occur at least 15 school days after the peer observation.
- The peer observation will always be scheduled between the peer observer and observee.
- Peer observations will occur in the summative year between Oct. 1 and March 1.
- If educators miss 90 or more contract days (e.g. late hires/individuals on leave), supervisors may postpone the summative evaluation until the following year.

### Tenured Educators – 3 year evaluation cycle

Year 1	Observation	Supervisor	<b>Observation Window</b> - September 15 – April 15
Year 2			
Year 3 – Summative	Observation	Peer Observer	<b>Observation Window</b> - October 1 – March 1
	Observation	Supervisor	<b>Observation Window</b> - October 23 – April 15 (at least 15 school days after peer observation)

### Non-Tenured Educators\* – annual evaluation cycle

Every Year	Observation	Supervisor	<b>Supervisor Window</b> - September 15 – January 9
Every Year	Observation	Peer Observer*	<b>Peer Observation Window:</b> October 1 – March 1
Every Year	Observation	Supervisor	<b>Observation Window</b> - January 10 - April 15 (at least 15 school days after peer observation)

\*KTIP Resource Teacher in-class hours may include the Peer Observation.

**Counselors (Non-evaluating Administrators) – 3 year evaluation cycle\***

(Administrative tenure is gained upon the start of the fourth year as an administrator. During the first three years of service as an administrator, Counselors will receive a Major Summative annually.)

Year 1 – Interim Summative	Observation	Supervisor	<b>Observation Window</b> - September 15 – May 15
Year 2 – Interim Summative			
Year 3 – Major Summative	Observation	Peer Observer	<b>Observation Window</b> - October 1 – April 15
	Observation	Supervisor	<b>Observation Window</b> - October 23 – May 15 (at least 15 school days after peer observation)

***\*Counselors (non-evaluating administrators) on a three (3) year cycle, will have interim summative documentation in years 1 and 2 of the evaluation cycle. A major summative evaluation will be completed in year 3. Counselors in need of assistance require an annual major summative evaluation.***

**Peer Observation**

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not rate an educator’s practice, nor is peer observation information shared with anyone other than the observee unless permission is granted. Peer Observers are trained, certified school personnel.

- All teachers and other school-based certified professionals will receive a peer observation in their summative year.
- All educators are eligible to participate in the district-approved peer observation certification training to increase understanding of the peer observation component.
- Peer observers should have completed a minimum of three years of teaching or other professional experience.
- Peer observers must complete the approved peer observation certification training every three years. Completion of training will be monitored by the building principal or designee.
- Each year the principal, in collaboration with a school team, will select and assign peer observers.
- Peer observers shall have no more than five educators to observe, and the recommendation is three or fewer.
- Peer observers will be in the same role group as the peer observee. For some role groups, a modified site-visit approach may be more fitting.
- Peer observation feedback must not be shared with the administrator and is never used as part of the evaluation.
- The date of peer observations and conferences must be reported to the principal.

## **Observation Conferencing**

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

- Conduct post-observation conference within five working days following each observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1. For Counselors, the summative evaluation conference shall be held by June 1.
- A post-observation conference is not a summative evaluation conference.
- Pre-observation conferences, between the administrator and teacher, if conducted, will be held one to three school days prior to the observation. The pre-observation conference may be conducted in person, electronically, or not at all.
- Either teacher or administrator may request a pre-observation conference that must be conducted if requested.
- The required peer observer's pre-observation conference must be conducted in person or electronically one to three school days prior to the observation. Post-observation conferences between the peer observer and the teacher will be conducted in person within five school days after the observation.
- An initial evaluation meeting to explain the evaluation process, as detailed in the JCPS CEP, will be held within the first 30 working days of the employee's contract year. This information will be included in the initial meeting regarding the evaluation process each year so that all participants are aware of the evaluation process for their school. Each teacher will sign an evaluation statement indicating they have received and understand the evaluation procedures.

## **Evaluator Certification and Calibration**

Successful completion of Initial evaluation training is required for all new evaluating administrators prior to conducting observations for the purpose of evaluation. This will include the state required face-to-face training in addition to district-required training on the Frameworks.

Once successfully certified, administrators will calibrate annually. The district will provide calibration training in principal and assistant principal sub-groups and PLCs before Oct. 1 each school year. For administrators who have difficulty with consistent scoring during calibration, additional support and training will be provided. All late-hire evaluators of certified personnel will successfully complete observation certification and initial certified evaluation training within the first 45 working days of being hired as an evaluating administrator. Completion of certification, training, and calibration will be monitored by the Director of Administrator Recruitment & Development and the Achievement Area Assistant Superintendents.

## **Products of Practice/Additional Sources of Evidence**

Beyond observations conducted by certified supervisor observer(s) and professional growth plans, educators may provide additional sources of evidence to demonstrate professional practice within the domains. Some examples of products of practice and additional sources of evidence may include, but are not limited to:

- evidence of self-reflection
- team-developed curriculum units
- planning documents
- communication logs
- feedback from observations
- student data records
- student work
- evidence of student learning focus
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- educator interviews
- committee or team contributions
- student perception/voice survey(s) or evidence
- student/parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- other sources of evidence determined through collaboration between the educator and administrator.

## **Determining an Overall Performance Rating**

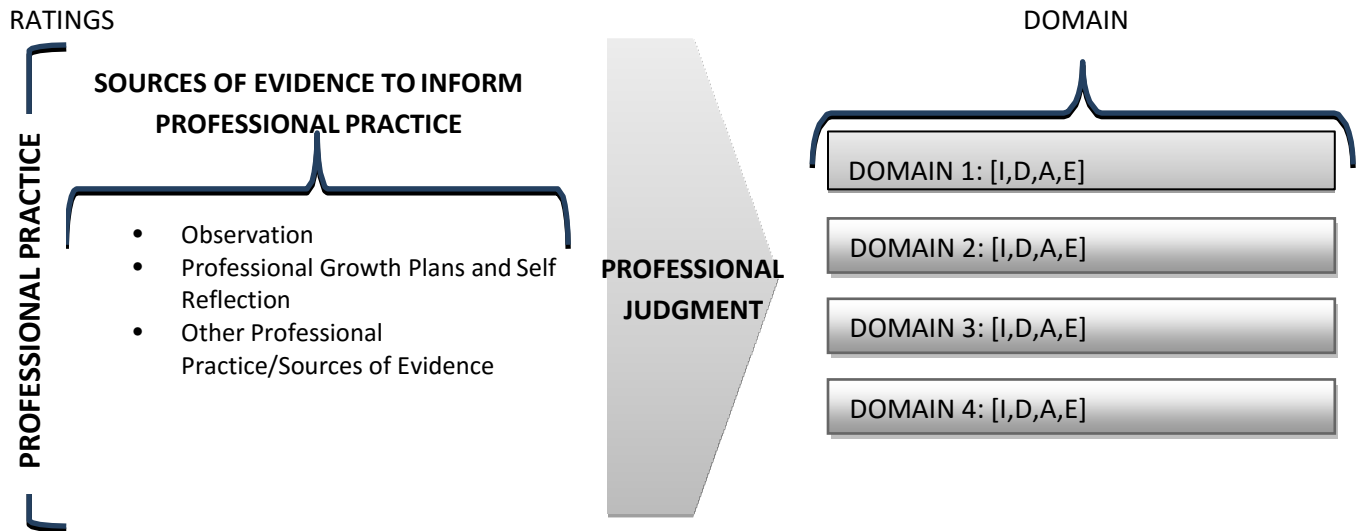
Supervisors are responsible for determining an Overall Performance Rating for each educator at the conclusion of the summative evaluation year.\* The Overall Performance Rating is informed by the educator's ratings on each of the four Domains of the Framework. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

### **Rating Professional Practice**

The Kentucky Framework for Teaching and Other Specialists Frameworks stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains. 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 domain at the culmination of an educator's cycle.

Summative ratings should be provided for each domain based on evidence. All summative ratings must be recorded via the district-approved process.



*\*At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support utilizing the process as specified in the JCBE-JCTA labor agreement or JCPS District Procedures (for those employees not included under the aforementioned labor agreement.) The Intensive Support process includes a specific timeline for observations, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.*

*While Intensive Support may begin at any time, the non-renewal process may also be utilized for non-tenured teachers. The non-renewal process identifies supports and expectations for improvement, as also specified in the JCBE-JCTA labor agreement.*

## Overall Performance Rating Decision Rules Matrix

An educator’s Overall Performance Rating is determined using the following steps:

- **Determine the individual domain ratings through the use of sources of evidence and professional judgment.**
- **Apply Decisions Rules for determining an educator’s Overall Performance Rating.**

### CRITERIA FOR DETERMINING TEACHER’S/OTHER PROFESSIONAL’S OVERALL PERFORMANCE RATING

IF...	THEN...
Two Domains are rated ACCOMPLISHED AND two Domains are rated EXEMPLARY	Overall Performance Rating shall be Exemplary
Two Domains are rated DEVELOPING AND two Domains are rated EXEMPLARY	Overall Performance Rating shall be Accomplished
Two Domains are rated DEVELOPING AND two Domains are rated ACCOMPLISHED	Overall Performance Rating shall be Accomplished
Domains 1 OR 4 are rated INEFFECTIVE	Overall Performance Rating shall NOT be Exemplary
Domains 2 OR 3 are rated INEFFECTIVE	Overall Performance Rating shall be Developing or Ineffective
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be Ineffective

# **JCPS Certified Personnel Evaluation Process**

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## **PRINCIPAL AND ASSISTANT PRINCIPAL**

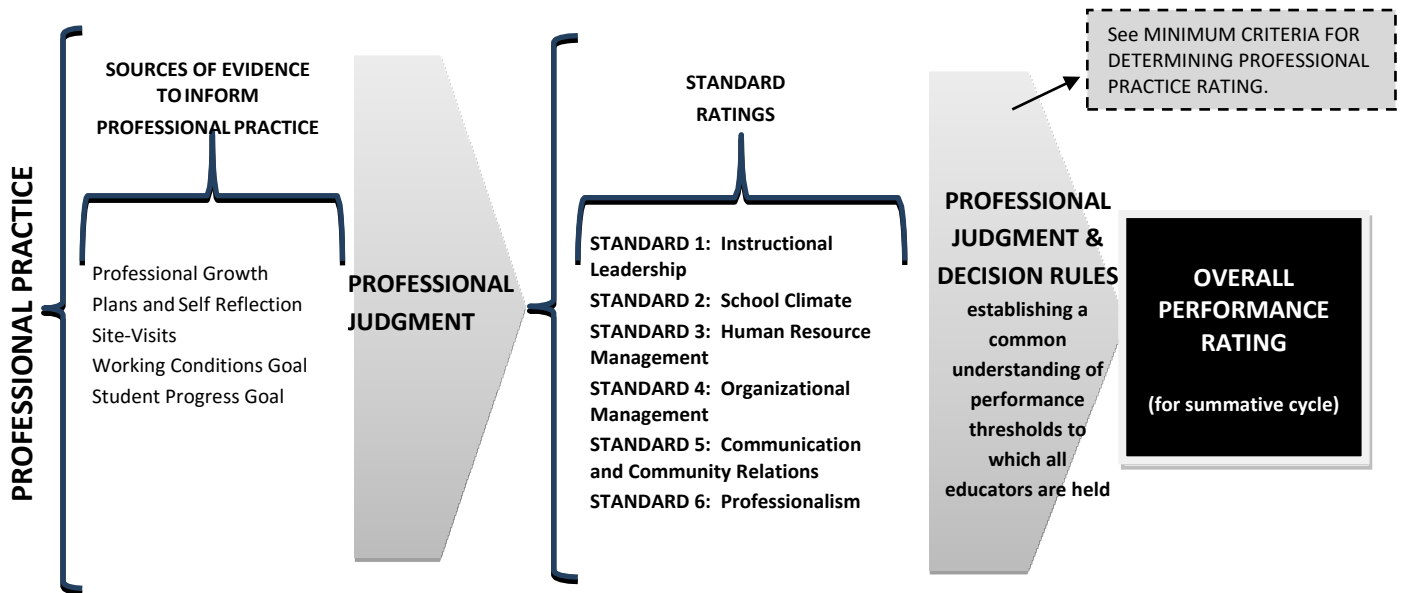
## SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPALS/ASST PRINCIPAL ALIGNMENT

		<b>Instructional Leadership</b>	<b>School Climate</b>	<b>Human Resources Management</b>	<b>Organizational Management</b>	<b>Communication and Community Relations</b>	<b>Professionalism</b>
<b>Standards</b>		The principal 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.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
	Site Visits	Observation: District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
<b>SOURCES OF EVIDENCE to Inform Professional Practice</b>	Professional Growth	<b>Professional Growth Planning and Self Reflection</b>					
	Self-Reflection	<b>Instructional Leadership</b>	<b>School Climate</b>	<b>Human Resources Management</b>	<b>Organizational Management</b>	<b>Communication and Community Relations</b>	<b>Professionalism</b>
	Working Conditions Goal	<b>TELL Kentucky &amp; Other District Identified Feedback</b>					
	Time, Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	

## Principal Evaluation

### Overview and Summative Model

The following graphic outlines the summative evaluation model for the principal. Tenured administrators will be on a three-year evaluation cycle, with interim summative documentation in years 1 and 2. A major summative evaluation will be completed in year 3. Administrators who have less than three full years of administrative experience, as well as those in need of assistance, require annual summative evaluations.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.

## Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards 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 a principal's or assistant principal's professional practice will be situated within one or more of the six standards. In the major summative year, performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The overall performance rating will be a representation of performance, combining data from multiple sources of evidence across each standard.



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 use the following categories of evidence in determining overall ratings:

#### **Sources of Evidence**

- **Professional Growth Planning and Self-Reflection**
- **Site-Visits/Observations**
- **Working Conditions Goal**
- **Student Progress Goal**

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

- ✓ **Other Measures of Student Learning**
- ✓ **Products of Practice**
- ✓ **Other Sources**

## **Professional Practice**

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

### **1. Professional Growth Planning/Self-Reflection**

#### **Completed by principals & assistant principals annually**

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 progress, and professional growth needs identified through self-assessment and reflection.

Administrator and Superintendent/Designee will work together to implement the steps for self-reflection/PGP as indicated on the timeline below:

Timeline for Self-Reflection/PGP/Site Visits	
Timeline	Action
First 30 calendar days	Evaluation criteria and process used to evaluate shall be explained
By Oct. 15* (or within 15 calendar days of the release of state testing results)	Complete Self-Reflection and develop PGP Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan. This will be documented on the approved district form. *New hires will complete PGP within 30 calendar days of employment.
Fall semester	Site visit(s)/observations, ongoing self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Site visit(s)/observations, ongoing self-reflection
By June 15	Year-end reflection and evaluation – annual interim or summative evaluation submitted for official personnel record, copy provided to employee who may include written response

## 2. Site-Visits/Observations

**Completed by supervisor of principal – *formal site visits are not required for assistant principals*** Site visits/observations are a method by which the superintendent or designee may gain insight into the principal’s practice in relation to the standards. During site visits/observations, the superintendent or designee 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.

- Site-visits/observations conducted at least twice during the instructional year, regardless of hire date, will be documented on the appropriate district observation/site visit conference form .
- During the site visit conference professional growth plan progress, evidence toward Principal Performance Standards, as well as student progress goal monitoring will be reviewed.
- An appropriate district form will be used during the conferences and mid-year review to guide and document the reflections and any modifications to the plan.

## 3. Working Conditions Goal

Principals and assistant principals are each responsible for setting a one to three year Working Conditions Growth Goal, revisited annually, based on the most recent TELL Kentucky Survey, JCPS Comprehensive School Survey, and/or other applicable data.

- A minimum of one Working Conditions Goal will be developed in collaboration with the supervisor of the principal using sources of evidence, including the TELL Survey results, and documented on the appropriate district form.
- Progress toward meeting the Working Conditions Goal will be discussed throughout the evaluation cycle.

## 4. Student Progress Goal

### **Based on School Need - Goal shared by Assistant Principal**

Each Principal will create a minimum of one student progress goal, developed in collaboration with, and approved by, his/her supervisor. The student progress goal should be based on and aligned with the Comprehensive School Improvement Plan (CSIP).

### **Products of Practice/Other Sources of Evidence**

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the standards.

Products of Practice may include, but are not limited to:

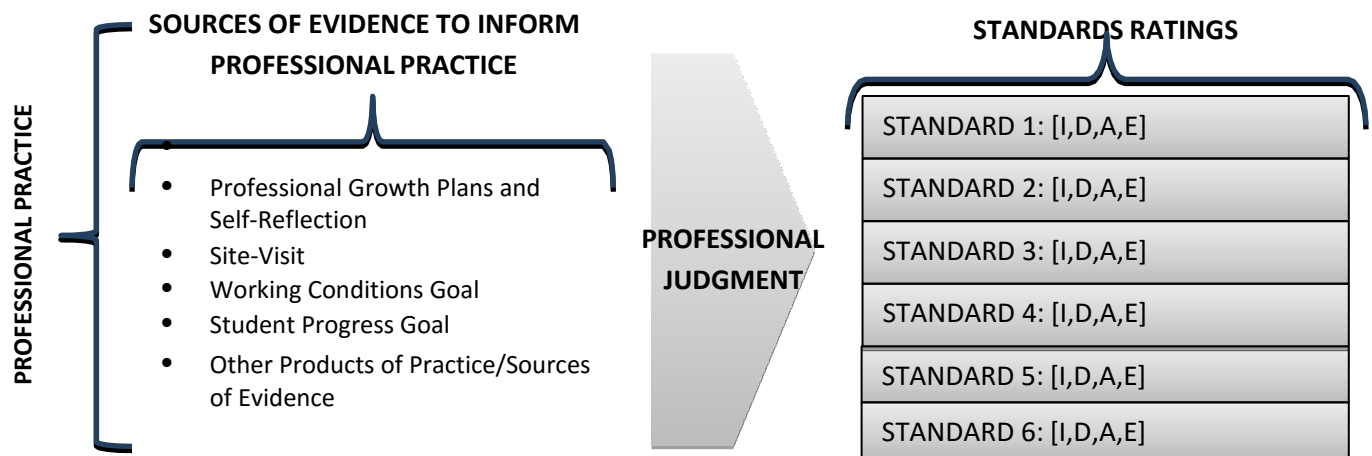
- ✓ SBDM Minutes
- ✓ Faculty Meeting Agendas and Minutes
- ✓ Principal and/or School PLC Agendas and Minutes
- ✓ Planning Documents
- ✓ CSIP
- ✓ Department/Grade Level Agendas and Minutes
- ✓ Leadership Team Agendas and Minutes
- ✓ Walk-through Documentation
- ✓ Budgets
- ✓ EILA/Professional Learning Experience Documentation
- ✓ Other Surveys
- ✓ Professional/Community Organization Memberships
- ✓ Parent/Community Events
- ✓ School Schedule

## Determining an Overall Performance Rating

Superintendents/designees are responsible for determining an Overall Performance Rating for each principal at the conclusion of their summative evaluation cycle and recorded via the district-approved process by June 15.\* The Overall Performance Rating is informed by the principal's ratings on professional practice.

### Rating Overall Professional Practice

- Use decision rules to determine an overall rating.
- Record ratings via the district-approved process.



*\*At any time, when significant deficiencies in work performance have been observed, an employee may be placed in Intensive Support utilizing the process as specified in JCPS district procedures. The Intensive Support process includes a specific timeline for observations, support, and conferences. At the end of the specified timeline, the evaluator will provide a written summary of the conferences to the employee.*

*While Intensive Support may begin at any time, the non-renewal process may also be utilized for non-tenured principals. The non-renewal process identifies supports and expectations for improvement, as also specified in district procedures.*

## Overall Performance Rating Decision Rules Matrix

Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Overall Performance Rating:

### Criteria for Determining a Principal or Other Building-Level Administrator's Overall Performance Rating

IF...	THEN...
Principal or other building level administrator is rated Exemplary in at least four of the standards AND no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or other building level administrator is rated Accomplished in at least four of the standards AND no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or other building level administrator is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or other building level administrator is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

# Other District Certified Personnel

## INSTRUCTIONS FOR EVALUATION OF DISTRICT LEVEL ADMINISTRATORS AND OTHER CERTIFIED DISTRICT PERSONNEL

### I. Purpose

The job performance evaluation is designed to be a growth-oriented process to meet the following objectives:

- A. promote improved job performance and job satisfaction,
- B. recognize employees whose performance warrants commendation,
- C. identify employees who need assistance, and
- D. establish documentation for personnel action.

### II. The Evaluation Process and Instructions

- A. An **annual**, formal, written summative evaluation of the performance of **administrative** other district certified personnel will normally be completed near the end of the academic year.
- B. **Limited contract non-administrative** other district certified personnel will be evaluated **annually**. **Continuing contract non-administrative** other district certified personnel **may be evaluated on a three year cycle**. Observations of non-administrative other district certified personnel will be documented on appropriate district form.
- C. The evaluation will be made by the supervisor to whom the evaluatee reports as indicated in the evaluatee's current job description.
  - 1. Near the beginning of the work year, a pre-observation conference is to be held with each evaluatee to discuss job expectations and applicable evaluation criteria, forms and procedures. The conference is to be summarized on the appropriate district form.
  - 2. A Professional Growth Plan, which the employee develops in collaboration with her/his supervisor, is to be established for each administrator or other district certified personnel during the year. The Professional Growth Plan may be either for professional enrichment or for professional skill growth. The evaluative process (criteria or characteristic of effective leadership in which growth is desired, the specific performance objective/desired outcome, the procedures/strategies for reaching the objective, the method for appraising when the objective is reached, and the timelines/target dates for reaching the objective or parts of the objective) is to be clearly stated in narrative style on the appropriate district form.

3. At mid-year, a conference may be held to identify strengths and areas needing improvement and to review performance standards, objectives, and progress on the Growth Plan. The conference is to be summarized on the appropriate district form.
- D. When the supervisor determines that there is sufficient discrepancy between the administrative standards (JCPS policies and/or State procedures), the job description, and the administrator's performance, the Intensive Support process will be initiated ensuring that due process procedures are followed. **\*Note that the process for non-administrative other district certified personnel will follow the Intensive Support procedure as set forth in Article 8 – Employee Evaluation of the JCTA/JCBE 2013-2018 Agreement.**
1. The Administrative Intensive Support process is initiated by the supervisor based on administrative standards and responsibilities outlined in the job description. The supervisor will have a conference with the administrator to identify substandard performance in writing and discuss significant deficiencies. Deficiencies and suggested corrective action will be noted in writing on the Notice of Intensive Support (Form A).
  2. The supervisor will assign two (2) qualified, professional staff members with evaluative authority to assist the administrator during the Intensive Support period. A peer administrator, preferably in the same job category, will also be assigned as support.
  3. The team of supervisor, professional staff members, and peer administrator will conduct a conference with the administrator within the first ten (10) working days of the Intensive Support period. During this conference, a process will be determined by the team to address the areas of concern as outlined on the Notice of Intensive Support. Form E-2 will be completed to document this conference. Another conference will be conducted before recommendations are made available to the supervisor. The administrator or the collegial team may request additional conferences between the initial conference and the final conference. Such requests will be honored and conferences will be documented on Form E-2.
  4. It is expected that support for the administrator during the Intensive Support process could also come from sources of the administrator's choosing. Support will be provided to the administrator to improve in areas that are identified as deficient.
  5. Recommendations will be made by the professional staff members to the supervisor within twelve (12) weeks of the initial conference. Depending on the nature of the deficiency, recommendations may be for a resumption of the normal evaluation process, an extension of time for the Intensive Support process or disciplinary action up to and including demotion or termination. The supervisor, as the primary evaluator, will make a determination based upon recommendations received and will complete the summative evaluation, utilizing Form A.2.

6. Confidentiality will be maintained within the bounds of statutes and regulations pertaining to professional evaluation.
- E. A conference is to be held to discuss the summative evaluation, documented on Form A.2 (administrators) or Form D2 (other district certified teachers), when it is received by the evaluatee, focusing on strengths and areas needing improvement.
- F. Completed evaluation forms should be distributed as follows: one (1) copy retained by the evaluator, one (1) copy provided to the evaluatee, and the original to be included in the personnel file.

### III. Review and Appeal Instructions

- A. All unsatisfactory work performance evaluations are to be reviewed by the unit director/school center head/or next in authority relationship, before presentation to the evaluatee to ensure that:
  1. Evaluations are based upon job performance and related activities,
  2. Any deficiencies noted have been brought to the attention of the employee and supporting documentation is available, and
  3. The appropriate evaluation process has been followed.
- B. All unsatisfactory evaluations used as a basis for discharge/demotion of an administrator are to be submitted to the appropriate department head for informational purposes.
- C. Evaluations with a recommendation of RETENTION are to be reviewed by the evaluator's supervisor to ensure that performance of all employees is properly reported and that evaluations within the department are consistent.
- D. The evaluatee may submit a written response within ten (10) working days of the receipt of the evaluation to Personnel Services. The response is to be attached to the evaluation.
- E. The evaluatee may appeal an evaluation through the JCPS Local Evaluation Appeal Panel (LEAP) according to the procedures set forth in the JCPS Certified Evaluation Plan.



## **Appeals**

### **According to 156.557 Section 9,**

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

## **Appeals/Hearings**

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

### **Formation of LEAP**

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations.

## JCPS Local Evaluation Appeals Panels (LEAPs)

LEAPs shall have the responsibility to review and/or hear appeals from certified employees regarding their summative evaluations. The names and positions of individuals elected to serve on LEAPs shall be maintained on the JCPS web site.

### **Certified Personnel (non-administrative):**

The pool of employees for the **certified personnel (non-administrative) LEAP** shall consist of 12 individuals elected from and by employees eligible for JCTA membership and 6 certified employees appointed by the superintendent/designee.

- Four of the 12 certified employees elected from the JCTA employee group shall be elected each year by the end of September. Once elected, employees will serve on the LEAP pool for three years or until the individual is no longer employed by JCPS in a JCTA eligible employee group.
- Two of the 6 certified employees appointed by the superintendent/designee shall be appointed each year by the end of September. Once appointed, employees will serve on the LEAP pool for three years or until the individual is no longer employed by JCPS.
- All LEAP members will be jointly trained by JCPS and JCTA.

Formation of a 3-person LEAP when a certified personnel (non-administrative) evaluation is appealed:

- The LEAP will consist of 3 individuals chosen mutually from the elected LEAP pool by the JCPS superintendent/designee and the JCTA president.
  - One member of the 3-person LEAP shall be chosen from the 6 appointed to the pool by the superintendent/designee.
  - Two members of the 3-person LEAP shall be chosen from the 12 elected to the pool by the JCTA eligible employee group.
- No individual shall be selected for a specific 3 person LEAP if the evaluation appeal is made by an employee at the individual's school/site (or achievement area for ETCs), the appeal is made by a relative of the evaluatee or the evaluator (as defined by JCBE policy 3.11), or the individual has been prejudiced in the appeal being considered.
- Once the 3-member panel is constituted, the LEAP shall select a chairperson. The chair person shall ensure that all procedures are followed and timelines are met.

### **Certified Personnel (administrative):**

The pool of employees for the **certified personnel (administrative) LEAP** shall consist of 12 certified employees elected by employees eligible for JCASA membership and 6 certified employees appointed by the superintendent/designee.

- Four of the 12 certified employees in the LEAP pool elected from the JCASA employee group shall be elected each year by the end of September. Once elected, employees will serve on the LEAP pool for three years or until the individual is no longer employed by JCPS in a JCASA eligible employee group.
- Two of the 6 certified employees in the LEAP pool who are appointed by the superintendent/designee shall be appointed each year by the end of September. Once appointed, employees will serve on the LEAP pool for three years or until the individual is no longer employed by JCPS.
- All LEAP members will be jointly trained by JCPS and JCASA.

Formation of a 3-person LEAP when a certified personnel (administrative) evaluation is appealed:

- The LEAP will consist of 3 individuals chosen mutually from the pool by the JCPS superintendent/designee and the JCASA president.
  - One member of the 3-person LEAP shall be chosen from the 6 certified employees appointed to the pool by the superintendent/designee.
  - Two members of the 3-person LEAP shall be chosen from the 12 certified employees elected to the pool by the JCASA eligible employee group.
- No individual shall be selected for a specific 3 person LEAP if the evaluation appeal is made by an employee at the individual's school/site (or achievement area for ETCs), the appeal is made by a relative of the evaluatee or the evaluator (as defined by JCBE policy 3.11), or the individual has been prejudiced in the appeal being considered.
- Once the 3-member panel is constituted, the LEAP shall select a chairperson. The chairperson shall ensure that all procedures are followed and timelines are met.

### **Appeals Procedure**

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal to a LEAP within fourteen (14) calendar days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the superintendent/designee.
2. If an employee chooses to appeal an evaluation via a LEAP, the employee shall not be eligible to grieve the evaluation.
3. If an employee chooses to grieve an evaluation, the employee shall not be eligible to appeal the evaluation via a LEAP and the contractual timeline for grievances must be followed.
4. Appeals to a LEAP may be based upon evaluation process or evaluation content concerns.
5. An employee placed in "Intensive Support" may appeal the resulting summative evaluation to LEAP at the conclusion of the Intensive Support process, but employment decisions based on the Intensive Support process cannot be appealed to a LEAP.
6. Certified personnel shall submit their written appeals to the superintendent/designee using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.

7. Upon receipt of an appeal from a certified employee, the superintendent/designee shall notify the appropriately-constituted LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within fourteen (14) calendar days of receipt by the superintendent/designee. At the time the LEAP conducts its initial review within fourteen (14) calendar days of receipt by the superintendent/designee, the following shall occur:
  - If a hearing is requested, a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the superintendent/designee shall be set and all parties shall be notified in writing of the hearing date.
  - Written notification to all parties regarding the appeal procedure, including all applicable submission deadlines shall be sent.
  - If a hearing is requested, written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative, including an attorney, present at the hearing shall be sent.
  - The evaluatee and the evaluator shall be advised in writing to submit a copy of all documentation that concerns the summative evaluation.

### **Hearing**

1. If a hearing is requested, all documentation, including witness statements, must be submitted to the superintendent/designee no later than ten (10) calendar days prior to the scheduled hearing. Copies of all documentation, including witness statements, must also be made available to all parties to the appeal no later than five (5) calendar days prior to any scheduled hearing.
2. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the superintendent/designee unless the timeline is extended by mutual agreement of both parties (JCPS and JCTA or JCASA).
3. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
4. The hearing will adhere to the following format and order:
  - a. Reading of the written appeal by the LEAP Chairperson.
  - b. Presentation of relevant evidence by the evaluatee and/or designee in support of the appeal (up to 45 minutes).
  - c. Presentation of relevant evidence by the evaluator and/or designee in support of the summative evaluation (up to 45 minutes).
  - d. Questioning by panel of the evaluatee and/or evaluator.
  - e. Closing arguments by the evaluator (up to 15 minutes).
  - f. Closing arguments by the evaluatee (up to 15 minutes).
  - g. Conclusion of hearing.
5. No party shall be allowed to present any documentation that has not been submitted to the superintendent/designee at least ten (10) calendar days prior to the hearing.
6. No new evidence may be introduced in closing arguments.
7. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
8. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan

and/or whether the summative evaluation is supported by the evidence. The LEAP may decide to do one or more of the following:

- Uphold the evaluation; or
  - Call for an additional or a replacement evaluation by the same or a different trained evaluator; or
  - Rule in favor of the appellant; either in whole or in part. (If the LEAP rules in favor of the appellant, the LEAP shall have the authority to modify the evaluation or to delete/remove some or all of the evaluation.)
9. The superintendent/designee must take appropriate action consistent with the Appeal Panel's decision.
  10. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) calendar days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

### **Appeal Without A Hearing**

1. Within five (5) calendar days of the filing of the appeal, the superintendent/designee shall request all supporting document for the evaluatee and the evaluator. All such supporting documentation must be submitted within five (5) calendar days of notification.
2. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
3. At any time, either the appellant or the evaluator may concede in writing to the superintendent/designee, and the LEAP process will be terminated.
4. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and/or whether the summative evaluation is supported by the evidence. The LEAP may decide to do one or more of the following:
  - Uphold the evaluation; or
  - Call for an additional or a replacement evaluation by the same or a different trained evaluator; or
  - Rule in favor of the appellant; either in whole or in part. (If the LEAP rules in favor of the appellant, the LEAP shall have the authority to modify the evaluation or to delete/remove some or all of the evaluation.)
5. The superintendent/designee must take appropriate action consistent with the Appeal Panel's decision.
6. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) calendar days from receipt of appeal by the superintendent/designee. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.