

## Table of Content

	<b>Page</b>
Kentucky Department of Education Assurances	5
Certified Personnel Evaluation Plan Checklist	6 - 8
Educational Professional Standards Board Code of Ethics	9
Fayette County Public Schools Certified Evaluation Committee Members	10
Acknowledgements	10
Fayette County Public Schools Certified Evaluation Process Overview	11
Glossary of Evaluation Terms, Phrases and Definitions	12 -13
Fayette County Public Schools Evaluation Process: How it Works	14 -18
<ul style="list-style-type: none"><li>• Orientation</li><li>• Procedures<ul style="list-style-type: none"><li>○ Individual Professional Growth Plan (IGP)</li><li>○ Formative Data Collection</li><li>○ Summative Evaluation</li><li>○ Frequency of Evaluation</li><li>○ Letters &amp; Memo's</li><li>○ Corrective Action Plan (CAP)</li></ul></li><li>• Responsibilities for Evaluation</li><li>• Evaluation Training</li></ul>	14 14 14 14 -15 15 15 15 15 - 16 16 16
The Certified Evaluation Appeals Process	17
<ul style="list-style-type: none"><li>• How to Appeal Certified Evaluations</li><li>• Procedures for Conducting a Certified Evaluation Appeals Hearing</li><li>• Certified Evaluation Appeals Panel Election Procedures</li></ul>	17 18 18
Certified Evaluation Cycle Timeline	19
Appendices	

## Appendices

	Page
<b>Appendix 1: Certified Evaluation Standards and Performance Indicators</b>	20
1.1 Evaluation Standards and Performance Indicators for Education Administrators	21 - 22
1.2 Evaluation Standards and Performance Indicators for Guidance Counselors	23 - 24
1.3 Evaluation Standards and Performance Indicators for Teachers	25 - 27
1.4 Evaluation Standards and Performance Indicators for Resource Teachers	28 – 30
1.5 Evaluation Standards and Performance Indicators for Technology Resource Teachers	31 – 33
1.6 Evaluation Standards and Performance Indicators for Diagnosticians	34
1.7 Evaluation Standards and Performance Indicators for School Psychologists	35 – 36
1.8 Evaluation Standards and Performance Indicators for Professional Staff Assistants	37 – 39
1.9 Evaluation Standards and Performance Indicators for School Social Workers	40
1.10 Evaluation Standards and Performance Indicators for Library Media Specialists	41 – 42
1.11 Evaluation Standards and Performance Indicators for Speech/Language Pathologists	43 – 45
1.12 Evaluation Standards and Performance Indicators for Special Education Facilitators	46 – 49
1.13 Evaluation Standards and Performance Indicators for S.A.F.E. Instructors	50 – 52
1.14 Evaluation Standards and Performance Indicators for Middle School Curriculum Coaches	53 – 55
1.15 Evaluation Standards and Performance Indicators for High School Academic Deans	56 - 58
<b>Appendix 2: Data Collection Forms</b>	59
2.1 Data Collection Form for Education Administrators	60 - 65
2.2 Data Collection Form for Guidance Counselors	66 - 74
2.3 Data Collection Form for Teachers	75 - 84
2.4 Data Collection Form for Resource Teachers	85 - 90
2.5 Data Collection Form for Technology Resource Teachers	91 - 96
2.6 Data Collection Form for Diagnosticians	97 - 99
2.7 Data Collection Form for School Psychologists	100 - 103
2.8 Data Collection Form for Professional Staff Assistants (PSA's)	104 - 108
2.9 Data Collection Form for School Social Workers	109 - 111
2.10 Data Collection Forms for Library Media Specialists	112 - 115
2.11 Data Collection Forms for Speech/Language Pathologists	116 - 121
2.12 Data Collection Forms for Special Education Facilitators	122 - 126
2.13 Data Collection Forms for S.A.F.E. Instructors	127 - 131
2.14 Data Collection Forms for Middle School Curriculum Coaches	132 - 136
2.15 Data Collection Forms for High School Academic Deans	137 - 141

	<b>Page</b>
<b>Appendix 3: Summative Conferencing Forms</b>	142
3.1 Summative Conferencing Forms for Education Administrators	143 - 145
3.2 Summative Conferencing Forms for Guidance Counselors	146 - 149
3.3 Summative Conferencing Forms for Teachers	150 - 153
3.4 Summative Conferencing Forms for Resource Teachers	154 - 157
3.5 Summative Conferencing Forms for Technology Resource Teachers	158 - 162
3.6 Summative Conferencing Forms for Diagnosticians	163 - 165
3.7 Summative Conferencing Forms for School Psychologists	166 - 169
3.8 Summative Conferencing Forms for Professional Staff Assistants	170 - 174
3.9 Summative Conferencing Forms for School Social Workers	175 - 176
3.10 Summative Conferencing Forms for Library Media Specialists	177 – 180
3.11 Summative Conferencing Forms for Speech/Language Pathologists	181 - 186
3.12 Summative Conferencing Forms for Special Education Facilitators	187 - 189
3.13 Summative Conferencing Forms for S.A.F.E. Instructors	190 - 192
3.14 Summative Conferencing Forms for Middle School Curriculum Coaches	193 - 196
3.15 Summative Conferencing Forms for High School Academic Deans	197 - 200
<b>Appendix 4: Final Summative Evaluation Form</b>	201
4.1 Final Summative Evaluation Form for Education Administrators	202
4.2 Final Summative Evaluation Form for Guidance Counselors	203
4.3 Final Summative Evaluation Form for Teachers	204
4.4 Final Summative Evaluation Form for Resource Teachers	205
4.5 Final Summative Evaluation Form for Technology Resource Teachers	206
4.6 Final Summative Evaluation Form for Diagnosticians	207
4.7 Final Summative Evaluation Form for School Psychologists	208
4.8 Final Summative Evaluation Form for Professional Staff Assistants	209
4.9 Final Summative Evaluation Form for School Social Workers	210
4.10 Final Summative Evaluation Form for Library Media Specialists	211
4.11 Final Summative Evaluation Form for Speech/Language Pathologists	212
4.12 Final Summative Evaluation Form for Special Education Facilitators	213
4.13 Final Summative Evaluation Form for S.A.F.E. Instructors	214
4.14 Final Summative Evaluation Form for Middle School Curriculum Coaches	215
4.15 Final Summative Evaluation Form for High School Academic Deans	216

	<b>Page</b>
<b>Appendix 5: Other Forms and Information</b>	217
5.1 Formative Conferencing Report	218
5.2 Evaluation Standards and Performance Indicator “Look – fors”	219 - 234
5.3 Individual Professional Growth Plan (IGP)	235
5.4 Instructions for completing a Corrective Action Plan (CAP)	237
5.5 Corrective Action Plan (CAP) Form	238
5.6 Certified Evaluation Appeals Request Form	239
5.7 Recommended Certified Evaluation Appeals Agenda	240
5.8 Optional Pre-Observation Form	241
5.9 Certified Evaluation Tips for Principals	242
5.10 704 KAR 3:345	243 – 246
5.11 KRS 156 .557	247 - 249

## Certified Personnel Evaluation Plan

### ASSURANCES

*The Fayette County Public Schools hereby assures the Commissioner of Education that:*

1. This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
2. The evaluation process, evaluation standards, and performance criteria will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor or designate, of the employee.
3. All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district consolidated plan and will comply with requirements of 704 KAR 3:345. The Individual Professional Growth Plan shall be reviewed annually.
4. All administrators, to include the superintendent, and non-tenured certified staff, shall be evaluated annually.
5. All tenured certified non-administrative staff shall be evaluated a minimum of once every three years.
6. Each evaluator shall be trained, tested, and certified in the Kentucky Department of Education Evaluation of Certified Personnel Training Program. Evaluators shall also receive training in the use of all appropriate local evaluation techniques and evaluation forms and documents.
7. Each evaluatee will have both formative and summative conferences with the evaluator, with regard to work related performance.
8. Each evaluatee shall be given a copy of his/her Summative Evaluation and a copy of the summative evaluation shall be filed with the official personnel records.
9. Each evaluatee will be provided with the opportunity for a review of the summative evaluation by the Fayette County Public Schools Certified Evaluation Appeals Panel. Provisions are made for the right to review all documentation presented to the Appeals Panel and the right to be represented by counsel at the appeals
10. The Certified Personnel Evaluation Plan will not discriminate on the basis of race, national origin, religion, marital status, gender, or disability.
11. This Certified Personnel Evaluation Plan will be reviewed as needed and any substantive revisions shall be submitted to the Kentucky Department of Education for approval

*The Fayette County Public Schools Board of Education approved the revisions to the Certified Personnel Evaluation Plan as recorded in the official board minutes of the meeting held on May 19, 2008*

\_\_\_\_\_  
Signature & Date, Superintendent, Fayette County Public Schools

\_\_\_\_\_  
Signature & Date, Chair, Fayette County Public Schools

District: Fayette County Public Schools Evaluation Contact Person: Mike Kennedy Date of Review: April 24, 2006

**Certified Personnel Evaluation Plan Checklist**  
 Indicators taken from KRS 156.557 and 704 KAR 3:345

KRS 156.55 7 Section	704 KAR 3:345 Section	Page Number in District Plan where Evidenced	
			<b>A. Plan developed by evaluation committee:</b>
(3) (c) 1	4 (1)	5, 10	1. Equal number of teachers and administrators
	3	5	2. Evaluation plan approved by the local board of education
			<b>B. Plan provides for:</b>
	6 (6)	17	1. Designated contact person
	6 (2)a	17	2. District trains primary evaluators in the local evaluation process
	5 (2)	5, 11, 14	3. Explanation to and discussion with all certified personnel "no later than the end of the first month of reporting for employment for each school year"
	5 (3)	11, 21 - 58	4. Performance standards with indicators for major job categories
(3) (b)	4 (2)	14 - 16	5. Formative and summative processes
(3) (c) 2	4 (2) (a)	14 - 16	6. Immediate supervisor designated primary evaluator
(3) (c) 2	4 (2) (a)	15	7. Third party observer process
(3) (c) 3	4 (2) (b)	14	8. Observations conducted openly
	4 (2) (c)	5, 14	9. Alignment of growth plans with school/district improvement plans
	4 (2) (c)	5, 14	10. Annual review of growth plans
	4 (2) (d)	14	11. Provisions for Superintendent's professional growth pursuant to KRS 156.111
	4 (2) (e)	15	12. Conference within one week of observation
	4 (2) (e)	15	13. Summative conference includes all evaluation data
	4 (2) (f)	15	14. Annual evaluations with multiple observations for non-tenured certified personnel
	4 (2) (g)	15	15. Multiple observations for tenured teachers when observation is unsatisfactory
	4 (2) (h)	15	16. Summative evaluations for tenured teachers minimum of once every three years
	4 (2) (i)	16	17. Summative evaluations for administrators annually
	4 (2) (j)	15	18. Evaluations (except Supt.) on approved forms to become part of official personnel file
	4 (2) (l)	16	19. Opportunity for written response/become part of official file
	4 (2)(m)	5, 14, 15	20. Copy of evaluation provided to evaluatee
(3) (c) 5		16 - 19	21. Corrective action process

KRS 156.557 section	704 KAR 3:345 section	Page Number in District Plan where Evidenced*		C. Teacher and Administrator Evaluation forms include:
		Teacher Forms	Administrator Forms	
	5 (1)	25 – 27, 74 - 84	21 – 22, 60 - 65	1. Specific descriptors or indicators that can be measured or observed and recorded
	(2)	25 – 27, 74 - 84	21 – 22, 60 - 65	2. List of performance criteria for teachers and administrators:
	(a)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results</li> </ul>
	(b)	25 – 27	21 - 22	<ul style="list-style-type: none"> <li>• Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices</li> </ul>
	(c)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques</li> </ul>
	(d)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences</li> </ul>
	(e)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others</li> </ul>
	(f)	25 - 27	21- 22	<ul style="list-style-type: none"> <li>• Performance of duties consistent with school, community goals and administrative regulations</li> </ul>
	(g)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Demonstration of use of resources, including technology</li> </ul>
	(h)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Demonstration of professional growth</li> </ul>
	(i)	25 – 27	21 – 22	<ul style="list-style-type: none"> <li>• Adherence to the professional code of ethics</li> </ul>
	(j)	9, 25	9, 21	<ul style="list-style-type: none"> <li>• Attainment of other established EPSB standards not included in above</li> </ul>
	(6)			<b>D. Appeals Process that includes:</b>
	7 (1)	5, 17- 18	5, 17 – 18	1. Right to a hearing
	7 (2)	5, 17 - 18	5, 17 – 18	<ul style="list-style-type: none"> <li>• Opportunity to review all documentation submitted by both parties reasonably in advance</li> </ul>
	7 (3)	5, 17 - 18	5, 17 –18	<ul style="list-style-type: none"> <li>• Right to presence of chosen representative</li> </ul>
	9	5, 17 - 18	5, 17 - 18	<ul style="list-style-type: none"> <li>• Opportunity to appeal to Kentucky Board of Education</li> </ul>

**\*Section C.2** must also be completed for any evaluation forms used in addition to teacher forms or administrator forms. For example, if a specific form has been developed for use when evaluating media specialists, you must indicate the page number of the media specialist's evaluation form on which required components are evidenced

<b>C. 2 Other District Evaluation Forms Include:</b> Guidance Specialist (GS); Resource Teacher (RT); Technology Resource Teacher (TRT); Diagnostician (DIA); School Psychologist (PSY); School Social Worker (SW); Library-Media Specialist (LMS); Speech/Language Pathologist (SLP); Special Education Facilitator (SEF); Professional Staff Assistant (PSA); Middle School Instructional Coach (MIC); High School Academic Dean (HAD)	<b>G S</b>	<b>R T</b>	<b>T R T</b>	<b>D I A</b>	<b>P S Y</b>	<b>P S A</b>	<b>S W</b>	<b>L M S</b>	<b>S L P</b>	<b>S E F</b>	<b>S R</b>	<b>M I C</b>	<b>H A D</b>
1. Specific descriptor or indicators that can be measured or observed	23 -24	28 -30	31-33	34	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
2. List of performance criteria for teachers and administrators	23 -24	28 -30	31-33	34	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Performance of responsibilities related to assignment, including, attendance and punctuality and evaluating results</li> </ul>	23-24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research..., or school management skills based on validated managerial practices</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Demonstration of knowledge and understanding of subject matter content, or administrative functions and effective leadership techniques</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Performance of duties consistent with school, community goals and administrative regulations</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Demonstration of use of resources, including technology</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Demonstration of professional growth</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Adherence to the professional code of ethics</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58
<ul style="list-style-type: none"> <li>Attainment of other established EPSB standards not included in above</li> </ul>	23 -24	28 -30	31-33	97-99	35-36	37-39	40	41-42	43-45	46-49	50-52	53-55	56-58

**CODE OF ETHICS  
704 KAR 20:680**

Section 1. Certified Personnel in the Commonwealth:

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

TO STUDENTS	TO PARENTS	TO EDUCATION PROFESSION
Shall provide students with professional education services in a non-discriminatory manner and in consonance with accepted best practice known to the educator	Shall make responsible effort to communicate to parents information which should be revealed in the interest of the student.	Shall exemplify behaviors which maintain the dignity and integrity of the profession.
Shall respect the constitutional rights of all students	Shall endeavor to understand community cultures and diverse home environments of students	Shall accord just and equitable treatment to all members of the profession in exercise of their professional rights and responsibilities
Shall take reasonable measures to protect the health, safety, and emotional well-being of students.	Shall not knowingly distort or misrepresent facts concerning educational issues	Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law
Shall not use professional relationships or authority with students for personal advantage	Shall distinguish between personnel views and the views of the employing educational agency	Shall not use coercive means or give special treatment in order to influence professional decisions
Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law	Shall not interfere in the exercise of political and citizenship rights and responsibilities of others	Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications.
Shall not knowingly make false or malicious statements about student or colleagues	Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities	Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals
Shall refrain from subjecting students to embarrassment or disparagement	Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.	
Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats or physical harm; and sexual assault.		

*All certified employees of the Fayette County Public Schools shall adhere to the Professional Code of Ethics*

**Fayette County Public Schools  
Certified Evaluation Committee Members**

<b>Name</b>	<b>School</b>	<b>Position</b>
Brenda Jackson	Tates Creek Elementary School	Teacher
Kate Christianson	Veterans Park Elementary School	Teacher
John A. Barnes	Bryan Station High School	Assistant Principal
Leigh Ann McLaughlin	Harrison Elementary School	Teacher
Rhonda Fister	Cassidy Elementary School	Principal
Sherri Heise	E. J. Hayes Middle School	Principal
Mike B. Jones	Crawford Middle School	Principal
Betty Rhodes	FCEA	Teacher
Barbara Conner	IAK Support Services	Administrator
Paul Sprague	Morton Middle School	Teacher

For additional information about the Fayette County Public Certified Personnel Evaluation Plan, please contact:

Mike Kennedy  
District Professional Development Coordinator  
701 East Main Street  
Lexington, KY 40502-1699  
859-381-4144 (office)  
859-381-4789 (fax)

**PROFESSIONAL GROWTH AND EVALUATION PROCESSES OVERVIEW  
NEW AND EXPERIENCED CERTIFIED TEACHERS & STAFF**

Non-Tenured	Tenured
One (1) through four (4) years	More than four (4) years
All certified employees shall receive an evaluation orientation on the standards, criteria, and evaluation process on which they are to be evaluated no later than the end of the first month of reporting for employment for each school year.	
<b>FORMATIVE PHASE (data collection)</b>	
<p align="center"><b>Pre-conference</b></p> <p>(Prior to each observation – <b>NOTE: The pre-observation conference is optional for non-tenured employees and scheduled at the evaluator's discretion</b>)</p> <ol style="list-style-type: none"> <li>Who observes</li> <li>When observations are to occur</li> <li>Where the observation will occur</li> <li>Unit of study/lesson plan exchange</li> <li>Other exchange of information</li> </ol>	<p align="center"><b>Pre-conference</b></p> <p>(Prior to each observation – <b>NOTE: The pre-observation conference is optional for tenured employees and scheduled at the evaluator's discretion</b>).</p> <ol style="list-style-type: none"> <li>Who observes</li> <li>When observations are to occur</li> <li>Where the observation will occur</li> <li>Unit of study/lesson plan exchange</li> <li>Other exchange of information</li> </ol>
<p align="center"><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>Minimum of two per year, one per semester when results are satisfactory.</li> <li>Prior to each formative conference</li> </ol> <p><b>*More observations shall occur when results are unsatisfactory</b></p>	<p align="center"><b>Formative Observations</b></p> <ol style="list-style-type: none"> <li>Minimum of one every three-year period when results are satisfactory</li> <li>Prior to each formative conference</li> </ol> <p><b>*Multiple observations shall occur when results are unsatisfactory</b></p>
<p align="center"><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>Minimum of two per year</li> <li>Evaluator/evaluatee</li> <li>Within five working days following each formal classroom observation</li> <li>Open discussion of observation and feedback to teacher regarding performances/products</li> <li>Discuss/establish/revise individual professional growth plan/activities</li> <li>Complete Formative Evaluation Report Form</li> <li>Copies of written reports and data to Evaluatee</li> </ol> <p><b>*More conferences shall occur when observation results are unsatisfactory</b></p>	<p align="center"><b>Formative Conferences (post)</b></p> <ol style="list-style-type: none"> <li>Minimum of one every three-year period when results are satisfactory</li> <li>Evaluator/evaluatee</li> <li>Within five working days following each formal classroom observation</li> <li>Open discussion of observation and feedback to teacher regarding performances/products</li> <li>Discuss/establish/revise individual professional growth plan/activities</li> <li>Complete Formative Evaluation Report Form</li> <li>Copies of written reports and data to Evaluatee</li> </ol> <p><b>*Multiple conferences shall occur when observation results are unsatisfactory</b></p>
<b>SUMMATIVE PHASE (decision-making) ***NOTE DUE DATES LISTED BELOW***</b>	
<p align="center"><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>Discussion between person evaluated and evaluator</li> <li>Once each year, prior to scheduled due dates</li> <li>Includes all evaluation data collected</li> <li>Held at the end of the evaluation cycle</li> <li>Completed (written) evaluation report provided to person evaluated</li> <li>Establish/revise individual professional growth plan</li> </ol>	<p align="center"><b>Summative Conference (post)</b></p> <ol style="list-style-type: none"> <li>Discussion between person evaluated and evaluator</li> <li>Once every three-year period</li> <li>Includes all evaluation data collected</li> <li>Held at the end of the evaluation cycle, prior to scheduled due dates</li> <li>Completed (written) evaluation report provided to person evaluated</li> <li>Establish/revise individual professional growth plan</li> </ol>
<p align="center"><b>Final Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>Once each year, by scheduled due dates</li> <li>Summary/conclusions from all evaluation data (formative and summative)</li> <li>Complete Final Summative Evaluation Form</li> <li>Copies of summative evaluation to Evaluatee</li> </ol>	<p align="center"><b>Final Summative Evaluation</b></p> <ol style="list-style-type: none"> <li>Minimum of one every three year period</li> <li>Summary/conclusions from all evaluation data (Formative and Summative)</li> <li>Complete Final Summative Evaluation Form by due dates</li> <li>Copies of summative evaluation to Evaluatee</li> </ol>
District teacher personnel files shall contain copies of the Final Summative Evaluation per teacher at end of each evaluation cycle, and Intern records maintained according to KTIP 704.20:690	

**DUE DATES:** March 31- All certified employees non-renewed for-cause -- April 15 - All non-tenured certified teachers KTIP – through year 4)  
May 15 – All tenured certified teachers (years 5 +) -- June 15 – All administrative and counseling staff

## Glossary of Evaluation Terms and Definitions

*Evaluation terms and definitions listed below include those presented in KRS 156.101, 704 KAR 3:345 and KRS 160.345 (2).*

**Administrator:** is defined as an employee of the public schools of the Commonwealth of Kentucky employed as a principal, assistant principal, supervisor of instruction, guidance counselor, director of special education, or other administrative position deemed by the Education Professional Standards Board to require an administrative certificate.

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

**ARC:** Admissions and Release Committee

**Certified Employee Appeals Form:** This form is used to initiate an appeal of a certified employee's Final Summative Evaluation. To begin the appeals process, this form must be submitted to the Appeals Panel Chair within five working days of signing the Final Summative Evaluation.

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

**Corrective action plan:** a plan developed by the evaluator, in collaboration with the evaluatee, when there is a "Does-Not-Meet" rating(s) on the Final Summative Evaluation or documented unsatisfactory performance observed at any time during the school year. A Corrective Action Plan may also apply to unsatisfactory performance on specifically identified board approved evaluation standards and performance criteria. Specific assistance and activities are identified and progress monitored.

**Data:** documented evidence of observed indicators of work related performance.

**Data Collection Form:** This recommended form is used to document data and evidence collected from formal and informal observations of work related performance. All observation notes, scripting, and other information collected from any observation should be documented on this form. A separate Data Collection Form should be used for each formal or informal observation. Data Collection Forms have been developed specifically for Administrators, Counselors, Professional Staff Assistants, Teachers, Resource Teachers, Technology Resource Teachers, Speech/Language Pathologists, School Psychologists, School Social Workers, Library/Media Specialists, Diagnosticians, Special Education Facilitators, Instructional Coaches and Academic Deans.

**Due Dates:** These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below;

March 31	All certified employees non-renewed for cause
April 15	All non-tenured certified teachers (KTIP – through year 4)
May 15	All tenured teachers (years 5+)
June 15	All administrative and counseling staff

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

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

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

**Evaluation plan:** a plan, which includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Board of Education must approve both the plan and the procedures associated with the district Evaluation Plan.

**Evaluator:** a certified administrator who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified by the approved KDE Evaluation of Certified Personnel Training Program.

**Formative evaluation:** a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the

certified employee's professional growth and performance.

**Formal observation:** a scheduled classroom observation of a lesson.

**Formative Evaluation Report Form:** This form is used to document that a formative conference and evaluation occurred. This form should be completed after every formative conference and evaluation.

**GSSP:** Gifted Student Service Plan

**Indicators:** measurable behaviors and outcomes which demonstrate performance

**Individual Corrective Action Plan Form:** This form is used to plan, initiate, and document an Individual Corrective Action Plan.

**Individual Professional Growth Plan Form:** This form is used to plan, initiate, and document an Individual Professional Growth Plan.

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

**LEA:** Local Education Agency

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

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

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

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

**Primary evaluator:** the immediate supervisor of the certified school employee. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

**Professional growth plan:** an individual plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The plan includes objectives, a plan for achieving the objectives, and method for evaluating success. The professional growth plan shall be aligned with specific goals and objectives of the school improvement, professional development and/or consolidated plans.

**Post-conference:** a meeting between the evaluator and the evaluatee to analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of a professional growth plan. A post-conference shall be held to discuss each completed formative observation and shall occur within five working days following the formal observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records or other appropriate materials) as well as the Individual Professional Growth Plan (IPGP).

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

**Summative Evaluation:** the summary and analysis of all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle and includes a conference involving the primary evaluator and the evaluatee with a written evaluation report  
**Summative Conferencing Form:** This form is used to summarize and share with the evaluatee, all data and evidence collected from multiple formal and informal formative observations. Summative Conferencing Forms have been developed specifically for Administrators, Counselors, Professional Staff Assistants, Teachers, Resource Teachers, Technology Resource Teachers, Speech/Language Pathologists, School Psychologists, School Social Workers, Library/Media Specialists, Diagnosticians, Special Education Facilitators, Instructional Coaches and Academic Deans.

**Summative Evaluation Form:** This form is used to indicate if the evaluatee "meets" or does-not-meet" Education Standards and Performance Criteria. Education Standards and Performance Criteria have been developed and adopted specifically for Administrators, Counselors, Professional Staff Assistants, Teachers, Resource Teachers, Technology Resource Teachers, Speech/Language Pathologists, School Psychologists, School Social Workers, Library/Media Specialists, Diagnosticians, Special Education Facilitators, Instructional Coaches and Academic Dean.

**Teacher:** any certified staff person who directly instructs students.

## THE EVALUATION PROCESS HOW IT WORKS

### ORIENTATION

An orientation and/or review of the Fayette County Public Schools Certified Personnel Evaluation Plan shall be conducted by administrators for all certified employees under their supervision, within the first month of reporting for work each school year. All certified employees who are newly hired during the school year shall receive a similar orientation and/or review within their first month of employment.

This annual review shall include an explanation of the Fayette County Public Schools Certified Personnel Evaluation Plan, including all job specific Evaluation Standards and Performance Indicators. Each administrator is also responsible for explaining to all certified personnel under their supervision those "Look-Fors" or other evaluation criteria that are building-specific, based on the district/school's coordinated improvement plan (CDIP/CSIP), individual professional growth plans (IPGP), or other factors.

The immediate supervisor (superintendent, director, principal, or coordinator) shall be designated as the primary evaluator. For purposes of certified evaluations, the primary evaluator may appoint another administrator (e.g. director, associate director, associate principal) trained in the KDE approved Evaluation of Certified Personnel training, to serve as the primary evaluator for certified staff members. Additionally, other trained administrative personnel may also observe certified staff members and provide formative and summative information and feedback to both the primary evaluator and to the evaluatee. **However, contractual status recommendations of certified staff cannot be delegated and therefore shall always remain the responsibility of the immediate supervisor.**

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

### PROCEDURE

#### Individual Professional Growth Plan (IPGP)

An individual growth plan for all certified personnel shall be developed and/or reviewed annually. Development of the professional growth plan is the responsibility of both the evaluator and the evaluatee. While individual professional growth plans must be aligned with specific goals and objectives from the district/school coordinated improvement plan(s) or personal professional growth plan(s), each individual plan should also allow for growth based upon content specific professional standards.

In order to better meet the needs of certified employees, primary evaluators may develop, with input from evaluatee's, three (3) different levels of individual professional growth plans (IPGP's), as appropriate to the professional growth needs of each evaluatee. IPGP's shall consist of the following three levels;

IPGP Level 1: Standard professional growth plan

IPGP Level 2: Standard professional growth plan with assigned mentoring

IPGP Level 3: Standard professional growth plan with assigned mentoring and intentional administrative oversight

The IPGP shall be completed and/or revised by the end of each school year. Certified employees hired after the start of the new school year shall complete a professional growth plan within-60 work days after being employed by the Fayette County Public Schools.

The superintendent shall follow guidelines for professional growth as identified in KRS 156.111.

### Formative Data Collection

Non-tenured **certified staff** shall have a minimum of two (2) formative observations and two (2) formative evaluation conferences each year. At least one observation must be formal. The second may be formal or informal, completed from information gathered during walk throughs, brief observations, lessons plans, student products, records etc. At the principal's discretion, an optional, Pre-observation Form may be completed by the evaluatee and submitted to the evaluator prior to any formal observation, with the pre-observation conference also being

Deleted: teachers

optional, but may be scheduled at the evaluator's discretion. It is recommended that one formative evaluation conference occur each semester for non-tenured teachers.

Data and observation notes from each formative observation shall be recorded on a separate formative data collection form of the evaluator's choosing, prior to each formative evaluation. Copies of all formative data forms used to collect data shall be provided to the evaluatee, by the conclusion of each formative conference.

A formative conference shall be held to discuss each completed formative observation. A post-observation conference shall occur within five working days following each formative observation. These conferences will focus on formative data collected (including but not limited to lesson plans, samples of student products, records, student achievement data, or other appropriate materials) as well as the Individual Professional Growth Plan (IPGP).

During a conference, recommendations for growth will be formulated. The evaluator and evaluatee shall sign the Formative Evaluation Report Form indicating that the conference has been completed. Additional observations and conferences shall be conducted as needed.

During the formative evaluation process, if the evaluator and evaluatee are in a state of disagreement about the evaluatee's performance, then the evaluator may exercise the option to ask for a second opinion from an outside source. The evaluatee may then be observed by other administrators, who have completed the KDE approved Evaluation of Certified Personnel Training.. This is in accordance with 704 KAR 3:345; Section 4; (2) (a) which reads, "The immediate supervisor shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator".

Tenured teachers **Tenured certified staff and certified administrators** shall have a minimum of one formative observation and formative evaluation conference prior to or during the year their summative evaluation is due. The pre-observation conference is also optional for tenured teachers, but may be scheduled at the evaluator's discretion. A formative evaluation conference shall occur within five working days following each formative observation. During a conference, recommendations for professional growth shall be formulated. The evaluator and evaluatee shall each sign the Formative Evaluation Report Form indicating that the conference has been completed. Additional observations and conferences shall be conducted in accordance with 704 KAR 3:345; Section 4; (2) (f), which reads, "Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory".

If requested by the teacher, either tenured or non-tenured, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than **February 15** of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer.

In cases where an employee is shared between two or more schools, the principal of the home school is responsible for completing the formative observations, formative conferences, and final summative evaluation. As needed, the-home school principal is also responsible for obtaining any additional formative data from other supervising principal(s).

### **Summative Evaluation**

The summative evaluation is a summary of all evaluation data including data collected during formative observations (formal and informal), written documentation, other observation notes, letters, memo's and IPGP. All Final Summative Evaluations, excluding the superintendent's, shall be made on the approved forms to become part of the employee's official personnel file.

During the summative evaluation conference, the evaluator shall review and discuss each Evaluation Standard and indicate whether the performance criteria have been met, not met, or if growth is needed. A copy of the Summative Evaluation Conference Form shall be provided to the evaluatee. The results from the Summative **Evaluation** Conference, **for all certified staff members, excluding certified staff**

**members evaluated as administrators**, shall then be noted on the Final Summative Evaluation Form, with each standard being marked as "Meets" or "Does-Not-Meet." A Corrective Action Plan shall be developed for any standard **that is** marked as "Does-Not-Meet."

**The results from the Summative Conference for all certified administrators shall be noted on the Administrator Final Summative Evaluation Form. Each standard on the Administrator Final Summative Evaluation Form shall be marked using a 1 to 5 scale rating, as detailed below**

- **1 - Does not Meet** – *Corrective Action Plan and Assistance Team required (written documentation of evidence indicating corrective action plan and/or staff assistance required)*
- **2 - Growth or Improvement needed** - *Revise growth plan and consider other additional formative support structures such as a coach, mentor, etc.*
- **3 - Satisfactory** - *Update growth plan and continue receiving formative feedback from supervisors, self reflection etc.*
- **4 - Effective** – *demonstrated leader in area of responsibility, evidence of continuous professional growth, documented improvement in work quality/quantity/productivity/performance*
- **5 - Exemplary** - *model leader, proficient in all areas, etc. (written documentation of evidence of exemplary performance required)*

Both the evaluator and evaluatee shall sign the Final Summative Evaluation Form. The evaluatee may attach additional comments to the Final Summative Evaluation Form, prior to the established summative evaluation due dates, with these comments becoming a part of the official personnel file. The Final Summative Evaluation Forms are submitted to the Director of Human Resources by the schedule due dates listed at the bottom of page 10 of the Fayette County Public Schools Certified Personnel Evaluation Plan. The Final Summative Evaluation Forms for administrators and counselors shall be completed and submitted to the Director of Human Resources by June 15.

#### **Frequency of Evaluation:**

Non-tenured teachers shall have a summative evaluation annually, with additional summative evaluations conducted as needed.

Intern teachers shall be evaluated according to the Kentucky Teacher Intern Program (KTIP) in lieu of the Fayette County Schools Certified Evaluation Plan. Intern teachers involved in KTIP must participate in and have on file the Fayette County Schools Individual Professional Growth Plan. The Fayette County Schools Final Summative Evaluation Form shall also be completed. Formative data may be transferred from the KTIP instruments to the Final Summative Evaluation Form to complete the summative evaluation process.

Tenured teachers shall have a summative evaluation a minimum of once every three years. Additional summative evaluations may be conducted as needed. A memo of notification, (prior notice of intent to conduct a summative evaluation) shall be sent to any certified staff member who receives a summative evaluation out of the current certified personnel evaluation cycle

Administrators shall have a summative evaluation annually (principals, assistant principals, counselors, directors, associate directors and coordinators). The evaluator at his/her discretion may use various formative collection processes, as he/she deems appropriate. A Final Summative Evaluation Form shall be completed by the primary evaluator and will be reviewed during a summative conference.

#### **Letters and Memos**

In addition to district-adopted evaluation forms, letters, e-mails, 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.

#### **Corrective Action Plan (CAP)**

A corrective action plan may be written at any time during the school year, but shall be written if evaluatee receives a "Does- Not- Meet" on the Final Summative Form. Specific instructions for completing a Corrective Action plan are detailed in Appendix 5

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

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when a "Does-Not-Meet" rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

- 1 Corrective Action Plan goals and objectives
- 2 Procedures and activities designed to achieve Corrective Action Plan goals and objectives
- 3 Targeted dates for appraising the evaluatee's improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by April 30.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

NOTE: It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be by requested either the evaluator or evaluatee. Such a request shall be made in writing within 3 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district's Grievance Procedure.

## **RESPONSIBILITIES for EVALUATION**

The Fayette County Board of Education will evaluate the superintendent. The superintendent's evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other central office resource personnel

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional staff assistants, guidance counselors, social workers, media specialists, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates listed at the bottom of page 10.

## **EVALUATION TRAINING**

All Fayette County Evaluators shall be trained, tested and certified according to Kentucky guidelines for the evaluation of certified personnel. **Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district's certified evaluation plan.**

Continued certification as an evaluator shall be contingent upon the completion of a minimum of twelve hours of evaluation training every two years. This training shall be in any one, or combination, of the following skill areas:

- 1 Use of the local evaluation process and instrument;
- 2 Identification of effective teaching/management practices;
- 3 Effective observation and conferencing employee improvement plans;
- 4 Establishing and assisting with certified employee improvement plans;
- 5 Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two-year period.

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator's required hours of continued certification. The Fayette County Board of Education has designated the District Professional Development Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan

## **THE CERTIFIED EVALUATION APPEALS PROCESS**

### **How to Appeal Certified Evaluations**

- 1 Any certified employee who believes that he or she was not fairly assessed on the Final Summative Evaluation Form may appeal to the chairperson of the Certified Employee Appeals Panel within five (5) working days of the signing and dating of the summative assessment form.
- 2 The Panel is made up of three (3) members: one (1) appointed by the Fayette County Board of Education to serve as chairperson, and two (2) members elected by the certified staff of the District. No Panel member shall serve on any appeals hearings in which he/she was the evaluator or evaluatee.
- 3 THE APPEALS PROCEDURE DOES NOT INVOLVE CONTRACTUAL STATUS RECOMMENDATIONS MADE TO THE SUPERINTENDENT OR ACTIONS BY THE SUPERINTENDENT REGARDING CONTRACTUAL STATUS. THE JURISDICTION OF THE PANEL IS LIMITED TO THE REVIEW OF THE SUMMATIVE EVALUATION, ONLY.
- 4 The certified employee begins the appeal process by completing a Fayette County Public Schools Certified Employee Appeals Form, which is provided by the Office of Professional Development. This form, along with pertinent documentation the employee wants included for the members of the Panel to review, is returned to the same office within five (5) working days of the signing and dating of the Final Summative Evaluation form. Both the evaluator and the evaluatee shall have the opportunity to review all documentation submitted as evidence to the Appeals Panel, at least three (3) days prior to the scheduled appeals hearing date.
- 5 The members of the Certified Employee Appeals Panel, the certified employee, and the assessor shall be notified of the time and date of the hearing by the chairperson. The hearing must take place within fifteen (15) working days from the date an appeal is filed.
- 6 The certified employee may appeal the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.
  - a) Only documentation, testimony and other evidence that pre-dates the evaluator's signature on the Final Summative Evaluation shall be presented during the appeals hearing
  - b) Documentation, testimony and other evidence that occurred after the evaluator's signature on the Final Summative Evaluation, shall not be presented during the appeals hearing

- 7 The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.
- 8 All hearings will be confidential and will follow these written procedures and the appeals hearing agenda as determined by the Panel.
- 9 Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any 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. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

#### **Procedures for Conducting a Certified Evaluation Appeals Hearing**

1. The evaluatee and the evaluator shall both be present at the hearing.
2. The hearing shall be tape recorded by the chairperson of the Panel.
3. An overview of the process and the role of the Panel shall be given at the beginning of the hearing.
4. No additional written documents or exhibits are permitted to be presented at the hearing that were not submitted five working days before the hearing. (Panel members, evaluatee, and evaluator have been supplied with all written documents or exhibits to be considered five working days prior to the hearing day.)
5. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
6. A tentative agenda will be presented to each party for approval at the beginning of the hearing. Each party will be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal. A copy of the tentative agenda may be found in Appendix 5.
7. Panel members may ask questions during or after each presentation for clarification.
8. The certified employee and evaluator may make both opening and closing statements
9. The certified employee and the evaluator will be dismissed in order for the Panel to deliberate.
10. Recommendations that the Panel may choose are:
  - A. Recommendation that the summative growth assessment should be filed as submitted.
  - B. Recommendation that the summative growth assessment be changed in the manner and for the substantive or procedural reasons stated by the Panel.
  - C. Recommendation that further investigation should be conducted by the Superintendent.
11. The Superintendent, evaluatee and the evaluator shall be notified in writing of the Panel's finding within fifteen working days after the hearing.
12. At the conclusion of the Panel's deliberations, all **written** materials reviewed during the hearing will be collected and destroyed by the chairperson. If the Panel recommends further investigation by the Superintendent, such materials will be destroyed after completion of any additional investigation. The chairperson shall destroy the tape recording one year after the date of the hearing.

#### **Certified Evaluation Appeals Panel Election Procedures**

1. The certified employees shall elect two members and two alternates to serve on the Certified Evaluation Appeal Committee.
2. The Appeals Panel Chair shall be appointed by the Fayette County Board of Education every two years
3. Each school faculty shall nominate one certified employee willing to serve as a committee member.
4. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
5. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
6. The Certified Evaluation Panels Chair shall total the votes and keep tally sheets on file for two years.

7. Each election year, the four candidates with the largest vote are named as members of the appeals committee.
8. The candidates receiving the first and second largest vote shall be named primary panel members. The candidates receiving the third and fourth largest vote shall be named as alternative panel members. Alternative panel members shall serve on the panel whenever the primary panel members are unable to participate on the panel.
9. Primary and alternate panel members will serve 2-year terms with members being elected every other year. Members may serve more than one term on the Certified Evaluation Appeals Committee.

**FAYETTE COUNTY PUBLIC SCHOOLS  
EVALUATION CYCLE TIMELINE FOR  
MANAGEMENT OF PROFESSIONAL GROWTH PLAN AND DATA COLLECTION**

STEP	TIMELINE
1. Build Individual Professional Growth Plan-all certified employees	1. By the end of preceding school year, and employees hired after the start of the school should complete the plan <b>60 days</b> after employment.
2. Review Evaluation Plan, including Standards and Performance Criteria	2. Within 30 days after start of the school year, with all certified personnel  No later than the END OF 1 <sup>ST</sup> MONTH of employees reporting for employment hired late, after the start of the school year
3. Implement Professional Growth Plan or Individual Corrective Action Plan	3. As soon as Individual Professional Growth Plan (and/or Individual Corrective Action Plan) is signed
4. Conduct formal observations and conferences for data collection regarding performance of employee:  <ul style="list-style-type: none"> <li>• Classroom teachers: Non-Tenured Teacher Interns—will follow timeline as designated by KTIP policies</li> <li>• Classroom Teachers: Non-Tenured</li>   <li>• Classroom Teachers: Tenured</li> <li>• Administrators</li> </ul>	4. Conferences are to follow classroom observations by no more than five working days.  <ul style="list-style-type: none"> <li>• Pre-observation form completed at least one (1) day prior to observation</li> <li>• Minimum of two observations and conferences per school year: (one (1) per semester) Summative Evaluation may occur at anytime during school year.</li> <li>• A formal observation and a Summative Evaluation may occur at anytime but at least once every 3 years.</li> <li>• Summative Evaluation may occur at anytime but shall be completed by scheduled due dates.</li> </ul>
5. All Certified Staff	5. At any time, letters, e-mails, pictures, and memos regarding performance may be written. These letters and memos become part of the evaluation folder.
6. Continuous Observations/Conference/Corrective Action Plans.	6. At any time prior notice is not required.
7a. Assess results, review/revise the current year's Individual Professional Growth Plan 7b. Principal recommendation for non-renewal of contract FOR CAUSE.	7a. No later than the end of the school year. 7b. In writing to the Superintendent no later than MARCH 31
8. All completed summative and Individual Professional Growth Plans shall be filed at evaluatee's school. Final Summative Evaluation Forms and Contractual Status Forms shall be copied and forwarded to the Director of Human Resources. Copies of the Final Summative Evaluation Form and the Contractual Status Form shall be placed in the employee's personnel file.	8. No later than scheduled due dates listed at the bottom of page 11 for evaluated tenured and non-tenured certified staff and administrators.