

# Certified Evaluation Plan

## LEWIS COUNTY SCHOOLS

### CERTIFIED EVALUATION PLAN COMMITTEE

June 11, 2018

**Name: Title:**

Kelly Acevedo	Teacher, Tollesboro Elementary
Ashley Lucas	Teacher, Laurel Elementary
Elizabeth Underwood	Teacher, Garrison Elementary
Tyler Hurst	Teacher, Central Elementary
Brittany Moore	Teacher, Lewis County Middle School
Stacy Kidwell	Principal, Central Elementary
Sara Poeppelman	Assistant Principal, Lewis County Middle School
Woody Underwood	Principal, Tollesboro Elementary
Bill Allen	Principal, Lewis County Middle School
Jennie Enix	Instructional Supervisor, District

## Assurances

The Lewis County Board of Education hereby assures the Commissioner of Education that:

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

**Name: Title:**

Kelly Acevedo	Teacher, Tollesboro Elementary
Ashley Lucas	Teacher, Laurel Elementary
Elizabeth Underwood	Teacher, Garrison Elementary
Tyler Hurst	Teacher, Central Elementary
Brittany Moore	Teacher, Lewis County Middle School
Stacy Kidwell	Principal, Central Elementary
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The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 11, 2018. (704 KAR 3:370)

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

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

## Lewis County Personnel Evaluation System – Definitions (704 KAR 3:370)

(1) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.

(3) "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.

(4) "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.

(5) "Conference" means a meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

(6) "Evaluatee" means the certified school personnel who is being evaluated.

(7) "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).

(8) "Evaluator" means the primary evaluator pursuant to KRS 156.557(5)(c)2.

(9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

(10) "Formative evaluation" is defined by KRS 156.557(1)(a).

(11) "Job category" means a group or class of certified school personnel positions with closely related functions.

(12) "Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.

(13) "Observation" means a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

(14) "Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(15) "Peer observation" means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.

(16) "Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).

(17) "Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.

(18) "Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

(19) "Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

(20) "Principal" means a certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(21) "Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.

(22) "Summative evaluation" is defined by KRS 156.557(1)(d).

(23) "Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

(24) "Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

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

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<i>Teacher KY Framework for Teaching</i>	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> Classroom Environment	<b>Domain 3</b> Instruction	<b>Domain 4</b> Professional Responsibilities
<i>Other Professional The Kentucky Frameworks for Teaching- Specialists Frameworks</i>	<b>Domain 1</b> Planning and Preparation	<b>Domain 2</b> The Environment	<b>Domain 3</b> Delivery of Service	<b>Domain 4</b> Professional Responsibilities
<i>Principal Principal Performance Standards</i>	<b>Standard 3</b> Human Resource Management <b>Standard 4</b> Organizational Management	<b>Standard 2</b> School Climate <b>Standard 5</b> Communication & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism
<i>District Certified Personnel Principal Performance Standards</i>	<b>Standard 3</b> Human Resource Management <b>Standard 4</b> Organizational Management	<b>Standard 2</b> School Climate <b>Standard 5</b> Communication & Community Relations	<b>Standard 1</b> Instructional Leadership	<b>Standard 6</b> Professionalism

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four measures of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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

Evaluators (for all roles) must use the following measures in determining overall ratings:

- I. Professional Growth Planning
- II. Self-Reflection
- III. Observation
- IV. Other sources that provide evidence of measures for evaluation (walkthroughs)
- V. State/District Approved Working conditions survey

Other products of practice may include:

- Lesson plans, assessments, student work/other measures of student learning, administrative paperwork, meeting agendas, sign-in sheets, minutes, etc.
- Evidence of contribution toward school/district improvement plan.
- Evidence of professional/collegial work (PLC’s, leadership cadres, committee contributions, etc.)--all to be addressed individually and quantified in post observation and summative conference.
- Evidence of communication with students/parents/community.

- Schedules, events, safety plans procedures, ILP's, etc.

### Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including school/classroom observation feedback, data on student achievement, plant cleanliness, safety, and organization, etc.; professional growth needs will be identified through self-assessment and reflection upon measures and evidence. In collaboration with the immediate supervisor, each certified employee will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection, and be aligned with school and district improvement plans.

Reflective practice and professional growth planning are iterative processes. The evaluatee:

1. reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus;
2. collaborates with his or her administrator/supervisor to develop a professional growth plan and action steps;
3. Develops the PGP , presents to supervisor for approval, uses hard copy of PGP to record activities toward goal attainment;
4. modifies the plan as appropriate, continuing implementation;
5. conducts a summative reflection on the degree of goal attainment and the implications for next steps, which will be the basis for the PGP going into the following academic year. The summative reflection and revised PGP must be approved, signed and on file (teachers and other professionals) with the building principal by April 15; Principals and other district administration must be completed, approved, and filed by superintendent by May 15; assistant principals, May 15 by building principal.

### PGP Requirements:

All teachers, administrators, and other professionals will participate in self-reflection and professional growth planning each year. All teachers, administrators, and other professionals will document self-reflection and professional growth.

### Timeline for Professional Growth Planning

All teachers, "other" personnel, principals/assistant principals, and district administrators:

1. Will update or revise the PGP at the beginning and ending of each academic year, specifically:
2. complete and submit his/her professional growth plan (PGP) within 30 calendar days after the first student day of school, AND receive supervisor approval by the 45th calendar day after the first student attendance day each school year (or within that window if hired during the school year). The second required update/revision is due to the supervisor (to be approved) on or before April 15<sup>th</sup> (May 15 for administrators) each year (regardless of one-year or three-year cycle).

### Requirements, Procedure, and timelines for Observations or Site Visits

Observations/site visits may begin once evaluation training takes place within the first 30 calendar days of the school year. The observation/site visit process is one source of evidence to determine professional effectiveness. The supervisor observations will provide documentation and feedback to measure the effectiveness of a professional's practice. Only the supervisor/designee's observation will be used to inform a summative rating. (KTIP Teacher Observations will be conducted according to criteria set forth by EPSB).

### Observation Model:

The observation process will meet or exceed the following minimum criteria:

- One (1) observation in the summative cycle as determined by the length of the teacher's evaluation cycle (one year or three years to consist of a minimum of 1 observation conducted by the supervisor/designee (i.e. tenured, one every three years; non-tenured at least one every year; KTIP-as per EPSB requires).

- All observations must be documented using the district-approved observation form.

All observation types are formal observations defined as follows:

- A full observation consists of a full class observation scheduled and conducted by the supervisor.
- Walkthrough observations have been designed around the performance measures for the different “roles” by members of that role group. Criteria, use, frequency, and timelines shall be communicated before the first student attendance day; feedback shall be provided within 5 working days. Walkthrough instruments are designed to be completed in 5-7 minutes and performed multiple times per year. Performing the walkthroughs is a part of the principal/administrator evidence for efficacy.

### Observation Schedule

The observation schedule for teachers, “other professionals,” principals/assistant principals, and district administrators:

1. Non-tenured teachers (other than those completing KTIP) and the superintendent shall be observed annually.
2. All other certified professionals, having achieved tenure status and who have been awarded continuing contracts shall be observed/evaluated no less than once every three years.

The following requirements apply to tenured, non-tenured teachers, “others,” and administrators:

- Observations may begin after the evaluation training takes place within the first 30 calendar days of employment.
- Principals shall develop and track required observations to ensure they are within regulated timelines, and shall be updated and submitted to the district contact by September 15, each year.
- The formal observation must be a full observation, conducted by principal or supervisor, and be completed by April 1 each academic year.
- Walkthrough observations will be performed by administrative personnel, after participating in observation update training annually.
- A separate summative evaluation conference shall be held after and in addition to the formal observation and its required conferences and documentation. The summative evaluation conference communicates the rating of the evaluatee, any comments or responses, reflection on professional growth, and revised goals of the PGP. (All data shall be included on district-approved forms and submitted to District Evaluation contact by April 15/May 15).

### Observation Conferencing

Conferencing is a critical component of the Lewis Co. Evaluation System. Engaging in rich, targeted conversations before and after an observation (full/formal) are essential steps in creating a culture of professional inquiry designed to improve teaching and learning. Observers/observees will adhere to the following observation conferencing protocols:

- Prior to all observations, and within 5 working days NO LESS THAN 1, a pre-observation lesson plan/site visit and pre-observation conference form will be submitted to the observer.
- In order to provide meaningful, timely feedback, post-conferences must take place within one week (5 working days) of each observation, and shall occur face-to-face.
- A summative evaluation conference shall be held, documented, and submitted by April 15 (teachers and “others”, May 15 for principal/assistant principal and district administrators receiving a formal observation during the school year.
- A separate summative evaluation conference shall be held after and in addition to the formal observation and its required conferences and documentation. The summative evaluation conference communicates the rating of the evaluatee, any comments or responses, reflection on professional growth, and revised goals of the PGP. The evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record. (All data shall be included on district-approved forms and submitted to District Evaluation contact by April 15/May 15).

- (When funded and operational) KTIP timelines may differ; completion and submission dates for teachers completing teacher internship will follow KTIP timelines and submission dates).

### Observer Certification

To ensure consistency of observations, and to meet regulatory requirements, all administrators who serve as an evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. Annually, all Lewis County administrators, charged with observations, will complete 6 hours EILA-approved evaluation update training.

### Determining the Overall Performance Rating

Evaluators/supervisors are responsible for determining an Overall Performance Rating for each teacher, other professional, principal/assistant principal, and other district administrator at the conclusion of his/her summative evaluation cycle. The Overall Performance Rating is informed by the performance measure descriptor in the Danielson Framework/Crosswalks, and by the Principal Evaluation Standards. The evaluator determines the Overall Performance Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the measures, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held. What follows is a description of each component used to inform the Overall Performance Rating.

### Process for Determining the Overall Performance Rating

An educator's Overall Performance Category is determined by the following steps:

- Determine the individual measures ratings through Frameworks/Crosswalks/Standards documents and rubrics, the use of sources of evidence, and professional judgment.
- Apply Overall Decision Rules for determining educator's Overall Performance Category Rating.

#### **MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY (DECISION RULES)**

<b>IF . . .</b>	<b>THEN . . .</b>
<i>Measures 2 <b>AND</b> 3 rated <b>INEFFECTIVE</b></i>	<i>Summative Rating shall be <b>INEFFECTIVE</b></i>
<i>Measure 2 <b>OR</b> 3 rated <b>INEFFECTIVE</b></i>	<i>Summative Rating shall be <b>DEVELOPING OR INEFFECTIVE</b></i>
<i>Measure 1 <b>OR</b> 4 rated <b>INEFFECTIVE</b></i>	<i>Summative Rating Shall <b>NOT</b> be <b>EXEMPLARY</b></i>
<i>Two Measures are rated <b>DEVELOPING</b>, and two Measures are rated <b>ACCOMPLISHED</b></i>	<i>Summative Rating shall be <b>ACCOMPLISHED</b></i>
<i>Two Measures are rated <b>DEVELOPING</b>, and two Measures are rated <b>EXEMPLARY</b></i>	<i>Summative Rating shall be <b>ACCOMPLISHED</b></i>
<i>Two Measures are rated <b>ACCOMPLISHED</b>, and two Measures are rated <b>EXEMPLARY</b></i>	<i>Summative Rating shall be <b>EXEMPLARY</b></i>

\*For reference, measure numbers listed in decision rules chart and how they correspond to the substance of the performance measures:  
 Measure 1=Planning

*Measure 2=Environment*  
*Measure 3=Instruction*  
*Measure 4=Professionalism*

### Corrective Action

A Corrective Action Plan (CAP) will be developed by the supervisor for any certified personnel whose observation or summative evaluation results are unsatisfactory. The supervisor may involve other support personnel, as appropriate, in the development and monitoring of the CAP (e.g., instructional supervisor, director of special education, etc.).

Conditions requiring a Corrective Action Plan (CAP):

- One or more “ineffective” rating for one or more measures during any observation
- One or more “ineffective” rating for one or more measures on any summative evaluation
- Supervisor-identified need for immediate action

The Corrective Action Plan (CAP) will be implemented immediately and monitored at least 4 times during the corrective action period.

While identified needs may encompass multiple measures, indicators, or standards, the CAP should address only two or three goals at a time, provide professional support (e.g., mentoring, coaching, opportunities to observe accomplished/exemplary practice, and other intensive professional growth opportunities), and allow adequate time (1-4 months, depending on the extent of growth needed) for the employee to implement the desired change. When performance moves to at least the “developing” level, the CAP may be revised to address additional indicators/goals or the employee may exit CAP. The CAP and related documentation become part of the individual’s official personnel file at central office.



## Appeals/Hearings

### PURPOSE

An Appeals Panel shall be established in accordance with Kentucky regulations. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

### APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

- The Appeals Panel may require written statements or other documentation by either or both parties to be submitted prior to a proceeding so that the statements or documentation may be reviewed by members of the Appeals Panel prior to the hearing. Copies of the documentation will be available to all parties on the day before the hearing. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings or during review by individual Panel members. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel and distributed to all parties shall be returned to the Appeals Panel Chairperson at the conclusion of the hearing.
- The Panel will meet in advance of the hearing, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
- The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator(s) of the date, time, and place to appear before the Panel to answer questions.
- Legal counsel and/or chosen representative for either or both parties, as well as the Panel, may be present during the hearing.
- Appeals Panel may require that the hearing will be recorded and a copy shall be provided to either or both parties if requested in writing. The original recording will be maintained by the District.
- Only Panel members, the evaluatee and evaluator(s), legal counsel, witnesses, and the employee's chosen representative will be present at the hearing. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

### **Appeals/Hearings Procedures**

The following procedures will be implemented during the hearings:

1. The Panel member (or alternate) appointed by the Board shall serve as the Chairperson of the Appeals Panel. The hearing shall be under the direction of and shall be conducted by the Appeals Panel Chairperson. The Chairperson will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Alternate members of the Appeals Panel shall serve at the direction of the Chairperson.
3. Each party will be allowed to make a statement of claim. The order of the proceeding shall be as follows:
  - a. The evaluatee's position shall be presented first, followed by that of the evaluator(s).
  - b. Questioning shall be conducted by members of the Appeals Panel. Clarifications raised by either party may be addressed by the Panel.
  - c. Summarizing statements, clarifications or questions (if desired) by both parties shall follow in the same order as above.
2. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not presented to the Panel as provided in this procedure.
3. Each party (evaluator(s) and evaluatee) will be asked to make closing remarks.
4. The Chairperson of the Panel will make closing remarks.

5. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator. If a new evaluation is specified, it will be conducted by the Instructional Supervisor.
2. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
3. The Superintendent may take appropriate action consistent with the Panel's decision.
4. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
5. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

## **Appeals Panel**

The District shall establish a panel to hear appeals from summative evaluations as required by law.

### ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

### TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

### CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

### APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her.

Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

### APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

### CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

### BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

### HEARING PANEL

The panel shall hold necessary hearings. The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

### SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

### HEARING PROCEDURES

The evaluation committee shall develop necessary procedures for conducting the hearing.

### REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation.

Timeline Chart/Deadlines for Personnel Evaluation

Timeline	Activity	Task or Document	Responsibility of	
			Teacher, Other Professional, Principal, Assistant Principal, District Admin	Supervisor
Annually, within the first 30 calendar days of reporting to work.	Evaluation System Orientation	Evaluation Orientation Meeting	X	X
	Professional Growth Planning Process	Certified Evaluation Plan; Code of Ethics	X	X
Annually, within the first 45 calendar days of the first student attendance day or within 45 days of when a new hire reports to work	Evaluation Planning (formative review)  Professional Growth Planning (PGP)	PGP developed (PGP and professional growth strategies and support needed to achieve those goals)	X	X
Within 5 working days of scheduled <u>full</u> observations.	Pre-Observation documentation submitted to principal	Pre-Observation form  Lesson Plan	X	X
May begin within the first month of the school year but after evaluation training takes place as determined by educator plan cycle	Observations (as determined by educator plan observation cycle)	Minimum of one Full Observation	X	X
Within 5 days post observation must be completed.	Post Observation Conference	Post-Observation conference documentation	X	X
Within the first 30 school days (or within 30 days of when a new hire reports to work), submit self-reflection/PGP. Principals will ensure submission of second half of reflection/PGP by April 15	Self-Reflections	PGP  Post-Observation (as appropriate)	X	X
Annually, by April 15/May 15	Prepare for PGP Summative Review	Self-Reflections	X	X
By April 15 or May 15, all persons in their summative year of the cycle.	Summative Evaluation of all teachers	-PGP Review, annually -Rating of Professional Practice -Print all summative reports and submit to CEP contact at Central Office	X	X

