



**Working on the Work:  
Certified Personnel Evaluation System**

**Teachers, Other Professionals, Principals, Assistant Principals, and District Level Personnel**

**This tool may be used by district 50/50 committees to review the Certified Evaluation Plan (CEP) prior to submission to the local board of education. It is intended to assist with alignment to Kentucky statute and regulation and development of a fair and equitable personnel evaluation system.**

**This document has been updated to reflect the enactment of 704 KAR 3:370 by the Kentucky General Assembly 2018.**

**The regulation is no longer in *draft* or *proposed* status and such distinctions have been removed.**

**Developing a CEP**

**Included**

**Well Defined**

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**Requirements:**

The CEP defines and provides the procedures, forms and accompanying documentation required for the evaluation of certified personnel below the level of superintendent and must:

- be developed by an evaluation committee composed of an equal number of teachers and administrators (50/50 committee)
  - members, and their role, should be identified and listed in the CEP
- be aligned to the Kentucky Framework for Personnel Evaluation
- be reviewed and approved by the local board of education
- be reviewed and approved by KDE as meeting requirements of KRS 156.557 and 704 KAR 3:370

The following guidelines relate to revisions to a previously approved CEP:

- The local board will review, as needed, recommended revisions by the evaluation committee to ensure compliance with KRS 156.557 and 704 KAR 3:370
- If a source of evidence is added or removed from the CEP or if a decision rule or calculation is changed in the summative rating, then the local board will review and approve or return to the evaluation committee for revision
  - Following approval by the local board of education, CEPs with substantive change should be reviewed and approved by KDE, per Section 4 of 704 KAR 3:370
- Ensure definitions are updated and aligned within in the CEP

Notes:

**Performance Criteria**       **Included**     **Well Defined**

Performance criteria means the areas, skills or outcomes on which certified personnel below the level of superintendent are evaluated. The performance criteria characterize professional effectiveness and must be provided to evaluatees and be based upon KRS 156.557.

**Requirements:**

The criteria for each performance measure (Planning, Environment, Instruction, Professionalism) are derived from:

- the Kentucky Framework for Teaching (KTIP, non-tenured, tenured, special educator)
- the Kentucky Framework for Teaching: Specialist Frameworks (guidance counselor, instructional specialist, library media specialist, speech language pathologist, school psychologist)
- the Kentucky Principal Performance Standards (principal, assistant principal)
- the performance criteria that characterizes professional effectiveness specific to the evaluatee’s job category (district certified personnel: Professional Development Coordinator, Chief Academic Officer, Instructional Supervisor, etc.)

*\*REMINDER: The CEP should clearly define or explain how the criteria will be determined for personnel serving dual roles and at the district level.*

Notes:
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**Sources of Evidence**

**Included**

**Well Defined**

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Sources of evidence are district-approved evidences aligned to each performance measure and used by evaluators to inform performance measure ratings for all certified personnel below the level of superintendent.

The CEP must define:

- the evidences (required and/or) optional to demonstrate criteria for each performance measure
- the process for documentation of evidences

*Reminder: Per 704 KAR 3:370 Section 8 (3)(b), IEP goals may inform, but shall not be used as a single source of evidence for any performance measure.*

**When observations are used for personnel evaluations, the CEP clearly defines or explains:**

- the length, frequency, and nature of observations conducted by an evaluator for the purpose of evaluation
- necessary trainings for observers
- requirements and allowances for the use of peer observations
- if it is required to use additional trained administrative personnel to observe and provide information to the evaluator

When **Observations** are used for personnel evaluations, there are two requirements:

- Conduct observation post-conference within five (5) working days following each observation
- All monitoring and observation of performance is conducted openly and with full knowledge of evaluatee

When **Peer Observation** is included in the CEP, there are two requirements:

- Peer observers are trained in peer observation techniques prior to first peer observation
- Peer observation may be used as a source of evidence only if requested by the teacher or other professional and would be used to inform summative ratings.

Notes:
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**Evaluators**

**Included**

**Well Defined**

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An **evaluator** means the immediate supervisor of the certified school personnel member.

**Requirements:**

- Initial certified evaluation training and testing provided **by KDE or approved provider**
- Personnel evaluation system training - minimum of six (6) hours annually of EILA-approved training
- Primary evaluator is the immediate supervisor
- Evaluators meet CEP requirements prior to conducting a formative or summative evaluation

**The CEP clearly defines or explains** how evaluators will receive training, support and/or resources for the following:

- KRS 156.557 and 704 KAR 3:370
- effective observation and conferencing techniques when using observation to evaluate personnel (see Performance Criteria and Sources of Evidence)
- providing clear and timely feedback
- establishing and assisting with a professional growth plan
- summative decision techniques
- ensuring consistent and reliable ratings

Notes:

**Performance Measure Rating**

**Included**

**Well Defined**

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Performance rating means the rating (Exemplary, Accomplished, Developing, or Ineffective) for each performance measure aligned to the Kentucky Framework for Personnel Evaluation for certified personnel below the level of superintendent.

**Requirements:**

- The process for assignment of a rating for each performance measure: Planning, Environment, Instruction, Professionalism
- Evaluators use evidences in combination with professional judgment to inform the evaluatee’s rating for each performance measure as:
  - “Exemplary”: consistently exceed expectations for effective performance
  - “Accomplished”: consistently meets expectations for effective performance
  - “Developing”: inconsistently meets expectations for effective performance
  - “Ineffective”: consistently fails to meet expectations for effective performance

*Reminder: The CEP must clearly define or explain the district-determined process for determining a rating for teachers, other professionals, principals and assistant principals on each measure.*

Notes:
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**Summative Rating**

**Included**

**Well Defined**

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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.

**Requirements:**

- The overall performance category (summative rating) for certified personnel below the level of superintendent shall be a district-determined rating based upon the four performance measure ratings
- Summative evaluations of certified personnel shall be documented in writing and be included in the official personnel record
- All evidences used to determine an overall performance (summative) rating for certified personnel must be included in the documentation of the summative evaluation
- Incorporate formative data collected during KTIP for a teacher intern

**The CEP clearly defines or explains:**

- The process for determining a summative rating/overall performance category based upon the four (4) performance measures for all job categories
- How summative evaluations will be documented by the district
- How all evidences used to determine overall performance ratings will be documented

Notes:

**Evaluation Cycle**

**Included**

**Well Defined**

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The district certified evaluation plan (CEP) shall require annual summative evaluations for each certified school personnel below the level of superintendent who has not attained continuing service status, and incorporate the formative data collected during KTIP for a teacher intern. The CEP shall require a summative evaluation at least once every three (3) years for a teacher, other professional, principal, or assistant principal who has attained continuing service status.

**Requirements:**

The CEP must clearly define or explain:

- how the cycle will include both formative and summative components
- any differences in evaluation cycles among role groups below the level of superintendent
- processes to be used when corrective actions are necessary in relation to the performance of one's assignment

The evaluation cycle must:

- Be explained to and discussed with the evaluatee no later than the end of their first thirty (30) calendar days of reporting for employment each school year
- Include a summative evaluation held at the end of the evaluation cycle
- Be considerate of the time requirements of evaluators and shall not require that all certified school personnel have a formal summative evaluation each year.
- Provide the opportunity for the evaluatee to submit a written statement in response to the summative rating and include that response in the official personnel record

Notes:
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**Appeals**

**Included**

**Well Defined**

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The district CEP must include a process by which certified personnel may appeal their certified evaluation. Certified school personnel may submit an appeal to the district evaluation appeals panel for a timely review of their evaluation.

**Requirements:**

The local district evaluation appeals panel must include:

- two (2) members elected by certified employees
- one (1) member appointed by the board of education

**The CEP must clearly define or explain** the rights and procedures regarding an evaluation appeal, including:

- A right to a hearing for every appeal
- An opportunity five (5) days in advance of the hearing for the evaluator and the evaluatee to adequately review all documents that are to be presented to the panel
- A right to have the evaluatee’s chosen representative present at the hearing

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