

Principal/Assistant Principal Evaluation Instructions

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General Evaluation Instructions

Purpose:

Evaluations of principals and assistant principals (**both principals and APs will be referenced as “principal” in this document, except as noted**) are to be completed in compliance with Kentucky state statute and regulation and the Jefferson County Public Schools *Certified Personnel Evaluation Plan*. The major purpose of the evaluation process is to provide principals with recognition of strengths in relation to the duties delineated in the JCPS Principal *Job Description*, encourage professional growth, and to ensure that high quality leaders serve in every school in our District.

A principal's role is defined by high standards of performance and reflects the complex responsibilities of a principal's daily work (per the JCPS Principal Job Description) as it impacts

student success. Principals are evaluated using the measures of Planning, Environment, Instruction, and Professionalism. Within each measure the corresponding *Professional Standards for Educational Leaders (PSEL)* are used to identify specific actions contributing to the success of the school. Multiple sources of evidence across each measure will be utilized to determine an Overall Professional Practice Rating for each principal / assistant principal.

Process:

1. Principals with three (3) years or more of administrative experience will be on a three-year evaluation cycle, with interim summative documentation in years one and two. A major summative evaluation will be completed in year three.

Administrators who have less than three full years of administrative experience, as well as those in need of assistance, require annual major summative evaluations.

The Assistant Superintendent serves as the primary evaluator for principals. The school principal serves as the primary evaluator for assistant principals.

2. Within the **first 30 working days** of reporting for employment, a meeting will be held to explain the evaluation criteria and the process used to evaluate (can be group or individual). This meeting will be documented on Form *E-2*. New/late hires must also have this meeting with their evaluator, along with documentation, within 30 calendar days of hire date as a principal.
3. Each principal will complete a self-reflection and develop a Professional Growth Plan by **October 15th** or within 15 calendar days of the release of state testing results, using *Form P2*. The Professional Standards for Educational Leaders (PSEL) will serve as the framework for growth. New hires will complete these components within 30 calendar days of hire date as a principal. The intent of this plan is to focus the principal's evaluation and work toward improvement on those standards that are most important for impacting student success in the principal's particular school. The decision to focus on particular standards should be based on evidenced needs of the individual principal and specific school needs based on data.
4. Principals and assistant principals are each responsible for setting a one to three year Working Conditions Growth Goal based on recent Working Conditions Survey results, JCPS Comprehensive School Survey data, and/or other applicable data. This goal is documented on *Form P-2*.
5. Each principal is required to set at least one Student Progress Goal developed in collaboration with his/her evaluator. The Student Progress Goal should be based on, and aligned with, the Comprehensive School Improvement Plan (CSIP). The Self Reflection and Professional Growth Plan (*Form P-2*) will be utilized to document self-reflection and determination of goal(s). The assistant principal shares this goal.

6. During the **fall and spring semesters**, formal site visit(s) will be conducted by Assistant Superintendents for principals (at least two per year are required per the CPEP). *Form P-3* will be utilized to document site visits/observations as well as principal professional learning community meetings. Formal site visit(s) are also required for assistant principals and completed by the building principal twice during the instructional year and documented on the P-3 form. During observations and site visits, evidence regarding the evaluation measures, the job description, the PSEL, growth plan, working conditions goal, and student progress goal may be discussed.
7. All site visits/observations are to be conducted openly and with full knowledge of the principal. It is recommended that at least one be an announced observation/site visit.
8. A **mid-year** and **end-of-year review** will be conducted to review progress, reflect on growth, and modify the Professional Growth Plan as appropriate and to reflect the growth and changing needs of the principal utilizing the Mid-Year Reflection (*Form P-2a*) and End of Year Reflection (*Form P-2b*).
9. Non-renewal of the employee's administrative contract (demotion) may be considered if an employee in an administrative position is not responding to support and guidance to improve in identified areas. The evaluator should contact the Chief of Human Resources when considering this process. See below.
10. The Intensive Support Process may be initiated at any time. When significant deficiencies in performance are observed, the Human Resources Specialist as well as the Chief of Human Resources is to be consulted by the evaluator and instructions for the process are to be reviewed. See below.
11. Evaluators may utilize other measures of student learning, products of practice, and other sources in determining overall ratings. A listing of possible measures is included in the CPEP.
12. In completing the major summative evaluation, evaluators are responsible for determining a Professional Practice Rating (Ineffective, Developing, Accomplished or Exemplary) for each standard and measure. Then, utilizing the matrix in the Jefferson County Public School *Certified Personnel Evaluation Plan*, an Overall Professional Practice rating is determined for each principal and assistant principal. Interim summative evaluations do not require Professional Practice Ratings; they provide a narrative summary of the principal's work in moving toward achieving 'Accomplished' or higher ratings within each measure and standard.
13. An Interim Summative conference or a Major Summative conference is to be held to discuss the Summative Evaluation with the principal. The conference must be held, and the Interim or Summative evaluation completed and signed, by the **principal's last day of the work year or June 15th, whichever comes first**, except for those in the

Intensive Support process.

14. The End of Year Reflection (*Form P-2b*) and annual Interim Evaluation (*Form P4*) or Major Summative Evaluation (*Form P5*) are to be included in the official personnel record.

15. One copy of the evaluation will be retained by the evaluator, one copy provided to the principal, and the original will be forwarded to the Employee Relations Consultant for inclusion in the personnel file.

Appeal Process

Purpose: The Appeals Process serves to give a principal due process appeal for (a) evaluation decisions and/or (b) procedural implementation of the evaluation process.

Process: Per the *CPEP*, all certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time the summative evaluation results are provided to the certified school personnel. Certified personnel shall have the right to appeal to a DEAP (District Evaluation Appeals Panel) within fourteen (14) calendar days after receiving a summative evaluation. If an employee chooses to appeal an evaluation via a DEAP, the employee shall not be eligible to file a formal complaint (through the District complaint process for non-represented employee groups) regarding the evaluation.

A principal may also submit a written response to the primary evaluator, with a copy provided to the Employee Relations office. This written response is to be submitted within ten days of receipt of an evaluation. The copy of the written response will be attached to the evaluation for inclusion in the personnel file. The primary evaluator is not required to act upon receipt of the written response.

Demotion Process (non-renewal of the administrative contract)

Purpose:

To identify those administrators who do not respond to support and guidance for possible non-renewal of the administrative contract (demotion).

Process:

The evaluator will establish clear documentation of support and communication with the administrator in question on an ongoing basis. If the employee does not respond sufficiently to support and guidance, the evaluator will consult with the Chief of Human Resources, regarding dates and timelines for the demotion process and submission of documentation. If demotion is recommended by the evaluator to the Superintendent, and the Superintendent concurs, the

employee must receive written notice of demotion from the Superintendent no later than **May 15**.

Intensive Support Process

Purpose:

The evaluator makes the decision to initiate the Intensive Support Process based on serious concerns about principal performance on one or more evaluation measures, including progress on the standards. Decisions may be based on prior evaluations, prior disciplinary letters or reprimands, or on the principal's inability to make sufficient progress after ample time and support. This process is the most stringent component in the evaluation process. The Intensive Support Process is strictly defined, highly prescriptive, and aims to provide growth and support to the principal, while setting clear expectations for substantial improvement in job performance over a 12-week period.

Process:

When the evaluator determines that there is a serious discrepancy between the principal's performance and the evaluation criteria, JCPS policies, state procedures, or the job description, the evaluator will contact the Chief of Human Resources regarding the process. The evaluator will then initiate the Intensive Support Process ensuring that due process procedures will be followed throughout. The evaluator holds a conference with the principal to identify in writing the substandard performance. Deficiencies and suggested corrective action are noted in writing utilizing the *Notice of Intensive Support* to document this conference.

The evaluator consults with the Chief of Human Resources to assign two (2) qualified, professional staff members with evaluative authority (at least one of whom has building level experience preferably at the same level) to assist during the Intensive Support period. Confidentiality is to be maintained within the bounds of statutes and regulations pertaining to the professional evaluation.

The professional staff members and primary evaluator conduct a conference with the principal within the first ten days of the Intensive Support evaluation period. During this conference, a process is determined by the team to address the areas of concern as outlined in the *Notice of Intensive Support*. Form *E-2* is utilized to document all committee/employee conferences. A second conference is to be conducted before recommendations of personnel action are made to the evaluator. The principal, professional staff members, or the primary evaluator may request additional conferences between the initial conference and the final conference. Such requests are to be honored and occur in a timely manner.

It is expected that support for the principal during the Intensive Support evaluation process could come from a collegial team or from sources of the principal's choosing. Reasonable support shall be provided to the principal to improve in areas that are identified as deficient.

The summary evaluation and recommendation are to be made by the primary evaluator within twelve weeks of the initial conference. Depending on the nature of the deficiency, recommendation may be for a resumption of the normal evaluation process, an extension of time for the deficiency process, or disciplinary action up to and including demotion or termination. The summative evaluation is documented on *Form P-5*. One copy is retained by the evaluator, one copy provided to the principal, and the original forwarded to the Employee Relations Consultant for inclusion in the personnel file.

Working Evaluation Folder Checklist

Principals and Assistant Principals

Purpose:

The work evaluation is designed to be a growth oriented process to meet the following objectives:

- to promote improved work performance and job satisfaction,
- to recognize employees whose performance warrants commendation,
- to identify employees who need assistance, and
- to establish documentation for personnel action.

Each Employee's Working Evaluation Folder shall contain:

- Principal or Assistant Principal **job description**
- Initial **E2 Administrative** to document the beginning of the year evaluation conference (includes expectations and evaluation process) held within 30 days of the employee's start. *Important to remember for late hires.*
- Self-reflection and Professional Growth Plan with SMART Goals recorded on **Forms P2, P2a, and P2b**
- Working Conditions and Student Learning goals also reported on **Forms P2, P2a, and P2b**
- Applicable Site Visit / Observation Conference Summaries **Form P3**
- Formative evaluation(s) **Form E2 Administrative** and/or disciplinary actions
- Interim **Form P4** and Summative Evaluation(s) **Form P5**

Evaluator's Notes