

## **General Instructions for Principal/Assistant Principal Performance Evaluations**

Evaluations of principals and assistant principals (which shall both be referenced as “principal” in this document, except as noted) are to be completed in compliance with Senate Bill 1 and the Jefferson County Public Schools Certified Evaluation Plan. The major purpose of the evaluation process is to provide principals with recognition of strengths, 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 as it impacts student success. The standards include Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, and Professionalism. Multiple sources of evidence across each standard will be utilized to determine an Overall Professional Practice Rating for each principal / assistant principal.

### General Instructions

1. Tenured principals will be on a three-year evaluation cycle, with interim summative documentation in years 1 and 2. A major summative evaluation will be completed in year 3. Administrators who have less than three full years of administrative experience, as well as those in need of assistance, require annual summative evaluations. 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. This meeting will be documented on Form E-2.
3. Each principal will complete a self-reflection and develop a Professional Growth Plan by October 15<sup>th</sup> or within 15 calendar days of the release of state testing results. 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 TELL Kentucky Survey, JCPS Comprehensive School Survey, and/or other applicable data.
5. Each principal is required to set at least one Student Progress Goal developed in collaboration with his/her supervisor. 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). Form P-3 will be utilized to document site visits/observations as well as principal professional learning community meetings. Formal site visit(s) are not required for assistant principals.

7. 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).
8. Evaluators may utilize other measures of student learning, products of practice, and other sources in determining overall ratings.
9. Evaluators are responsible for determining an Overall Professional Practice Rating utilizing the matrix in the Jefferson County Public School Certified Evaluation Plan for each principal and assistant principal at the conclusion of the summative evaluation year.
10. The End of Year Reflection (Form P-2b) and annual interim or summative evaluation are to be completed by June 15<sup>th</sup> of each year for inclusion in the official personnel record. One copy will be retained by the evaluator, one copy provided to the principal, and the original will be forwarded to the Employee Development Manager in Human Resources for inclusion in the personnel file.

### Intensive Support Evaluation Process

#### Purpose:

The evaluator makes the decision to initiate the Intensive Support Process based on serious concerns about principal performance on one or more Principal Performance 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 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 Form E-2 to document this conference.

The evaluator assigns 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 this conference. A second conference is to be conducted before recommendations 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. All conferences are documented on Form E-2.

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 Development Manager in Human Resources for inclusion in the personnel file.

### Appeal Process

#### Purpose:

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

#### Process:

A principal may submit a written response to the primary evaluator with a copy to the Employee Development Manager in Human Resources 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.

A principal may also follow the Appeal Process through the Local Evaluation Appeal Panel as specified in the Jefferson County Public Schools Certified Evaluation Plan.