

Teacher Evaluation Instructions

[704 KAR: \704\003.370](#)

[156.557 Definitions -- Statewide framework for teaching -- District personnel evaluation system -- Summative evaluations](#)

[Code of Ethics for KY Certified Personnel](#)

[Job Descriptions](#)

[Kentucky Framework for Teaching](#)

[JCBE-JCTA Agreement 2018-2023](#)

[Observation Conference Summary - Teacher](#)

[Teacher Formative - E2](#)

[Summative Evaluation - Teacher, Form D](#)

[JCPS Certified Personnel Evaluation Plan](#)

[Working Evaluation Folder Checklist](#)

The *Kentucky Framework for Personnel Evaluation* defines by role group, measure, and performance criteria how certified educators in the state of Kentucky will be evaluated. The Framework is designed to support student achievement and professional practice through the measures of Planning, Environment, Instruction, and Professionalism according to performance criteria connected to the certified employee's job description.

Evaluations of certified teachers are to be completed in compliance with *KRS 156.557(5)(c)* and *704 KAR 3370*, the *Jefferson County Public Schools Certified Personnel Evaluation Plan (CPEP)*, and the *JCBE-JCTA Comprehensive Agreement*. The major purpose of the evaluation process is to provide teachers recognition of strengths, encourage professional growth, and to ensure that high quality teachers serve in every school in our district.

A teacher's role is defined by high standards of performance and reflects the complex responsibilities of a teacher's daily work as it impacts student success. The domains of the *Kentucky Framework for Teaching* include Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Multiple sources of evidence across each domain inform measure ratings. The Kentucky Performance Measures are: Planning, Environment, Instruction, and Professionalism.

[General Instructions](#)

1. All certified teachers are evaluated using *Summative Evaluation - Teacher Form D*. Continuing contract (tenured) teachers receive a summative evaluation at least every three (3) years. Limited contract teachers, and continuing contract teachers on a one-year directed growth plan, receive a summative evaluation annually.

Limited contract teachers are those in their first four years of teaching in the state of Kentucky, or those who have held tenure in another Kentucky public school district and are in their first year in JCPS (those with other Kentucky district tenure must complete one year in probationary status with JCPS before attaining tenure).

2. Within the first thirty (30) calendar days of reporting for employment each year, all teachers will participate in a conference (can be group or individual) to review the evaluation system (*Kentucky Framework for Teaching, CPEP, Teacher Job Description, and a review of the Code of Ethics for KY Certified Personnel*) for their school/department and will sign a *Form E-2 Conference Summary* stating that they have received the information and understand the evaluation procedures. Late hires must also complete their evaluation system conference within thirty (30) days of employment.
3. Within the first thirty (30) calendar days of reporting for employment each year, all teachers will also complete a Self-Reflection and Professional Growth Plan. The Professional Growth Plan will be developed in consultation with the evaluator. The evaluator will also provide a signed paper copy of the Professional Growth Plan (Form E2) to the teacher. Late hires must also complete their Self-Reflection and Professional Growth Plan within thirty days of employment.
4. By *October 1*, each teacher will develop a Student Learning Focus statement, as outlined in the Certified Personnel Evaluation Plan. The Student Learning Focus is a statement regarding at least one focus area of deeper learning, tailored to the needs of the teacher's students. The Student Learning Focus statement shall be shared and discussed with the evaluator by *October 1*. Learning and progress on the Student Learning Focus shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year.
5. All observations are to be conducted openly and with full knowledge of the teacher, and at least one will be an announced observation.
6. For an announced observation, a pre-observation conference is not required, but may be requested by either the teacher or evaluator. If requested, the conference will be held within three (3) days prior to the observation.
7. The minimum number of observations per summative cycle are defined in the *CPEP*.
8. Observation windows are noted in the *CPEP*. Evaluators must pay careful attention to these dates.

9. Post-observation conferences are to be held within five (5) working days (days which the teacher is present) of the observation and shall include strengths as well as areas for growth. Other evidence or artifacts that demonstrate professional practice within the domains may be submitted by the teacher for consideration by the evaluator. The conference is to be documented on the *Observation Conference Summary - Teacher* form. A narrative is required for any teacher domain rating that is marked 'Ineffective' or 'Developing'.
10. All teachers and other school-based certified professionals should have the opportunity to receive a peer observation in their summative year. Peer observations will occur during the windows established in the *CPEP*. Review of the *CPEP* will be documented (see #2 above) and serve as evidence that the opportunity for a peer observer was shared.

Principals will need to manage the dates at their school to coincide with their observation schedules, noting the 15-day rule in the *CPEP*, and ensuring at least one observation falls 15 days or more after the peer observation, if requested.

Peer observation documentation will be shared and accessed only by the peer observer and teacher. The dates (only) of the pre-conference (pre-conferences are **required** for peer conferences), peer observation, and post-conference are to be documented and submitted to the principal.

11. For struggling non-tenured certified teachers, who fail to improve with support and guidance, recommendation of non-renewal of the teacher's limited teaching contract is a consideration. Refer to Article 8, Section E, in the *JCBE-JCTA Agreement*, and guidelines provided by your Human Resource Specialist.

Teachers who are being considered for non-renewal must receive a mid-year evaluation with a notice of the possibility of non-renewal by **February 15** (by March 15 for those hired on or after December 1). The midyear evaluation is completed using the *Observation Conference Summary* with the "Mid-Year Conference" box checked in the upper left-hand corner. All four Domains are to be completed. Specific recommendations for improving identified deficiencies and a list of resources/supports provided to the teacher are to be noted on the form. The following language should be inserted above the signature line on the form: "I am making you aware that at this time I am considering a recommendation of non-renewal of your limited teaching contract."

A draft of the mid-year evaluation must be sent to your Human Resources Specialist by **February 8** for review. Note: The procedure for non-renewal of a fourth year teacher has additional instructions. See Article 8, Section E, #8 in the agreement.

12. Observations/conferences for all teachers must be completed by **April 15**.
13. If educators miss 90 or more contract days (e.g. late hires/individuals on leave), evaluators may postpone the summative evaluation until the following year.

14. Evaluators are responsible for using professional judgment in determining a Summative Rating for each educator at the conclusion of the summative evaluation year. The Summative Rating is based on the educator's ratings in accordance with the criteria of each of the four (4) Domains in the *Kentucky Framework for Teaching*. Those ratings inform ratings for the four (4) Kentucky Performance Measures - Planning, Environment, Instruction, and Professionalism.
15. The *Summative Evaluation - Teacher, Form D* is to be completed for any summative year. Summative evaluations are to include narratives for any domain rating marked "ineffective" or "developing". The evaluator may choose to write a narrative for "accomplished" or "exemplary".
16. A summative conference is to be held to discuss the Summative Evaluation with the teacher. The *Summative Evaluation -Teacher, Form D* must be submitted to the teacher and signed by **May 1**, except for those teachers recommended for non-renewal (see below) or in the Intensive Support process (see below). The evaluator and teacher must initial all additional pages.
17. In the case of non-tenured teachers who have been notified of the possibility of non-renewal in February, and have not made sufficient progress, the summative evaluation meeting with the teacher must occur, and the summative evaluation must be signed, by **April 15**. An *E-2 Form* containing the recommendation for non-renewal is also delivered during the meeting. Consult with your Human Resource Specialist regarding the language for the E-2. Drafts of the summative evaluation and E-2 must be sent to your Human Resource Specialist by **April 8**, for review.
18. The Intensive Support process may be initiated at any time serious deficiencies are noted. When significant deficiencies in performance are observed, the Human Resources Specialist must be consulted. The instructions for the Intensive Support process are outlined in the *JCBE-JCTA Agreement, Article 8, Section B*.
19. Should the teacher disagree with the Summative evaluation, a written response to the evaluation can be submitted within ten (10) days of receipt of the evaluation. The teacher may also choose to grieve the evaluation or appeal the evaluation through the District Evaluation Appeal Process. Appeal requests must be submitted within fourteen (14) days of receiving the Summative Evaluation.
20. Copies of the signed summative evaluation are provided for the evaluator and the teacher. The original, signed document is submitted to the Employee Relations Consultant for inclusion in the personnel file.

Working Evaluation Folder Checklist

Teacher, Instructional Specialist, Library Media Specialist, Therapeutic Specialist, Counselor

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:

- Teacher, Instructional Coach, Library-Media Specialist, Therapeutic Specialist, or Counselor **job description**
- Initial **E2** to document 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. Utilize **Form E2 Administrative** for Counselors.*
- Self-reflection and Professional Growth Plan with SMART Goals recorded on an **E2**
- Student Learning Focus which may be included on the PGP **E2** or on a separate **E2**
- Applicable role group Observation Conference Summaries
- Formative evaluation(s) **Form E2** and/or disciplinary actions
- Interim (Counselor only **Form D-1**) and Summative Evaluation(s) **Form D**

Evaluator's Notes