

**Model Certified Evaluation Plan**

4.0

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Office of Next Generation Learners

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# District Professional Growth and Effectiveness Plan

## PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW – Certified Teacher

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant.

### District Guide for Using This Document

This document serves as a model plan for a district evaluation team (50/50 committee) to revise its existing Certified Evaluation Plans (CEP) to meet the assurances of the Professional Growth and Effectiveness System. All revised CEPs must be submitted to the Kentucky Department of Education (KDE) no later than **December 2014**.

This document has been designed to note clearly areas of required components and district flexibility. Required components are in a bulleted list. Local decisions are bulleted with arrows and boxes indicate provided options. **Local District Decision** sections are highlighted in *[GRAY]* and should be completed by the district. Supporting documentation that may serve to further explain district processes or procedures may be included.

- = Required
- ➔ = Local Decision
- ☐ = Options provided

All CEPs must meet the assurances found within this document.

The CEP is developed through the collaborative work of teachers and administrators according to KRS 156.557.

*All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;*

Districts will determine the process for selecting the committee members.

### **The Guiding Questions for 50/50 Committees**

The following questions may be useful in guiding 50/50 committees in their discussion as they design their effectiveness system, develop the CEP for local board review and action, and submission to the Kentucky Department of Education for review and approval.

- ❖ How will personnel decisions be made during the 2014-2015 school year?

**ALL districts are required to implement all components of PGES in the 2014-15 school year.** The three options are outlined in the chart below.

<b>CEP System</b>	<b>Implementation Outcomes</b>
<b>Dual System</b>	<b>Implement the current district certified evaluation system and also fully implement all aspects of PGES for reporting purposes.</b>
<b>Hybrid System</b>	<b>Rewrite the current certified evaluation plan to include some aspects of PGES for evaluation and reporting purposes while also fully implementing the PGES aspects that the district chooses to only implement for reporting purposes.</b>
<b>Full Adoption System for Evaluation</b>	<b>Rewrite the district certified evaluation plan to include all aspects of PGES for evaluation and reporting purposes.</b>

- ❖ When will the Certified Evaluation Plan be submitted to the local board for approval? KDE?
- ❖ What additional resources are needed to make local district decisions?
- ❖ How will our district 50/50 committee collect feedback from teachers and administrators regarding district decisions for the CEP?

### **Guiding Questions for Local Boards of Education**

The following questions may be useful to local boards as they review their district’s revised CEP for compliance.

Set clear and high expectations

- ❖ What are our expectations across the district for our new effectiveness system (i.e., roles of superintendents, administrators, teachers)?
- ❖ How will we ensure expectations are high and are communicated clearly to every educator in our district?

Create the conditions for success

- ❖ What resources are needed to support successful implementation of the Professional Growth and Effectiveness System?
- ❖ What can the board do to support teachers and leaders as they build capacity within the district?

- ❖ What data will we review at our board meetings and how often?
- ❖ What can the board do to support the work of our superintendent, principals, and SBDM councils to ensure that every school has highly effective teachers and leaders?

Create the public will to succeed

- ❖ What is our responsibility to positively communicate the new effectiveness system and its impact to the public?
- ❖ How often will district progress and data be made available to the community?

Learn as a board team

- ❖ How will we be adequately informed about the new effectiveness system so that we can hold the system accountable and provide the appropriate supports and resources?
- ❖ How will we keep current of revisions and progress of the new system?

### **Certified Evaluation Plan Submission**

Once all sections are completed, the district must submit the plan to the local board for review and action prior to submission to the KDE. Districts are to submit their CEP electronically to [teacherleader@education.ky.gov](mailto:teacherleader@education.ky.gov).

Plans will be reviewed by KDE within 10 days of receipt for compliance as well as content for accuracy to ensure fidelity to the guidelines/requirements. Districts are encouraged to use the Working On the Work (WOW) document <http://education.ky.gov/teachers/PGES/Pages/Certified-Evaluation.aspx> to reflect on alignment with requirements prior to submission. Districts will be consulted regarding changes that must be made to ensure alignment and approval.

## Professional Growth and Effectiveness System – Certified Teacher

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

1. **Administrator:** means an EPSB certified administrator 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 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel being evaluated
4. **Peer Observer:** Observation and documentation by a trained certified school personnel.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Reflection:** means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
7. **Student Voice:** the state-approved student perception survey, administered each year, that, provides data on specific aspects of the classroom experience and of teaching practice.
8. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

### **The Kentucky Framework for Teaching**

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting a teacher's professional practice will be situated within one or more of the four domains 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 domain.

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 domain, 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.

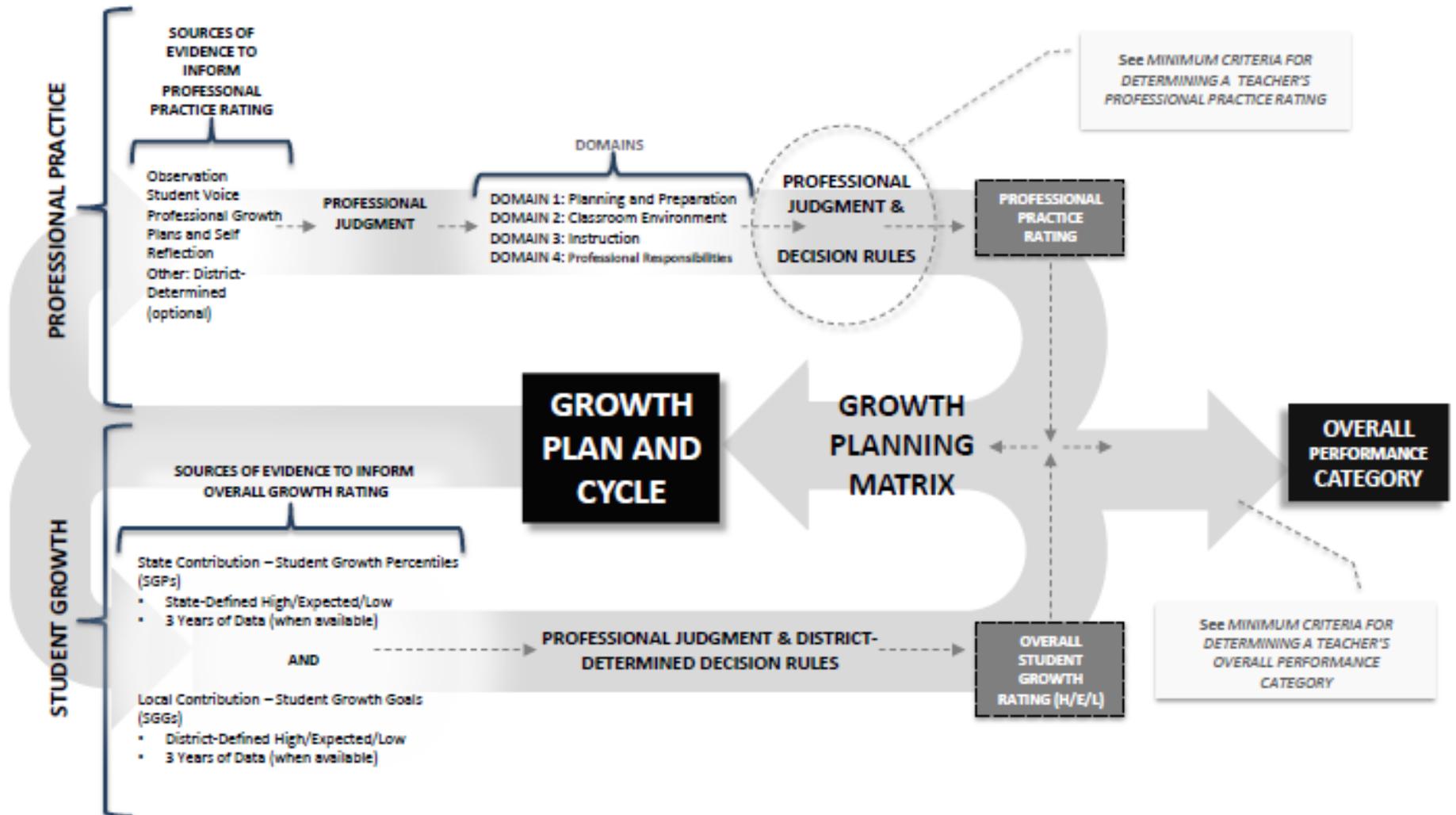
Evaluators must use the following categories of evidence in determining overall ratings:

#### **Required Sources of Evidence**

- Professional Growth Planning and Self-Reflection
  - Observation
  - Student Voice
  - Student Growth Goals and/or Growth Percentiles (4-8 - Math & ELA)
- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS).

## KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS



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## SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FFT)	Domain	Planning & Preparation					Classroom Environment					Instruction				Professional Responsibilities						
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaing Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)					Observation					Evidence (pre and post conferences)										
	Student Voice						Kentucky Student Voice Survey															
	Professional Growth	Professional Growth Planning and Self Reflection																				
	Self-Reflection	Professional Growth Planning and Self Reflection																				
	Peer Observation						Observation															

## Professional Practice

### 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 classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (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 to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

### Required

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in CIITS.

### Local District Decision

- ➔ Establish a timeline for Self-Reflection /PGP development and approval and monitoring.

## Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

## Observation Model

### Required

The observation model must fulfill the following minimum criteria:

- Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

### Local District Decision

Choose an observation model:

**OPTION A: The Progressive Model (3 and 1 model)**

Observers will conduct three mini observations (two by the supervisor and one by the peer observer) of approximately 20-30 minutes each. Because these are shorter sessions, the supervisor will make note of the components observed in order to identify "look fors" in the next mini observation by the supervisor. The final observation is a formal observation conducted by the supervisor consisting of a full class or lesson observation.

**OPTION B: The Traditional Model (2 and 2 model)**

A supervisor will conduct a full observation for the first observation, followed by two mini observations (one by the supervisor and one by the peer observer), and ending with a full observation conducted by the supervisor. During the mini observations, the supervisor will make note of the components observed in order to identify "look fors" in the next mini observation conducted by the supervisor.

**OPTION C: District-Determined**

Explain the observation model the district will use which must adhere to the minimum criteria.

## Observation Conferencing

### Required

Observers will adhere to the following observation conferencing requirements

- Conduct observation post conference within five working days following each observation.

### Local District Decision

- ➔ Describe the requirements for pre/post observation conferences.
- ➔ Describe the differences that may exist in conferencing expectations for mini or full observations.
- ➔ Identify timelines for any required pre conferences.

## Observation Schedule

### Required

- Observations may begin after the evaluation training takes place within the first month of employment.
- Timeline for when observations must be completed

### Local District Decision

- ➔ Timeline for conducting and completing observations.

## Observer Certification

To ensure consistency of observations, evaluators must complete the Teachscape Proficiency Observation Training, the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are three sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

## Required

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Recertification

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
  - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
  - In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers have access to observations by making the following decision.

## Local District Decision

- ➔ Describe the process used to ensure all supervisors obtain observation certification.
  - ➔ Include support procedures for individuals who are not certified.
- ➔ Describe the process used to ensure teachers will have access to certified observers in cases where the supervisor is not certified.

## Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will complete a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

### Required

- Observer calibration during years two and three of the Observer Certification process based on the state approved technology platform.
- Re-certification after year three.

### Local District Decision

- ➔ Explain processes that the district will use for observer calibration being sure to adhere to the requirements.

## Peer Observation

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel

### Required

- All teachers will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the state developed training once every three years.
- All required peer observations must be documented in CIITS (time, date, evidence).
- All peer observations documentation will be accessed only by the evaluatee.

### Local District Decision

- ➔ Describe how Peer Observers will be identified and have completed state approved training.
- ➔ Describe how Peer Observers will be assigned to teachers.

## Student Voice

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

### Required

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used as a source of evidence for Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.

### Local District Decision

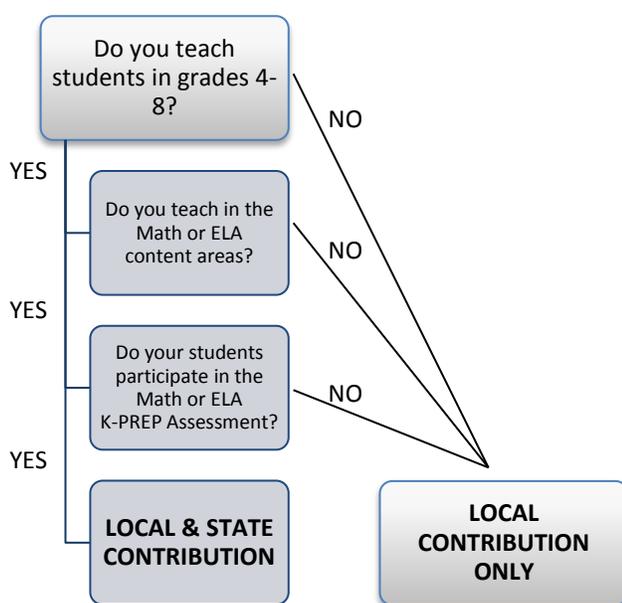
- ➔ Identify a District Student Voice Survey Point-of-Contact.
- ➔ Identify the process for determining the student group(s) who will participate in the survey.
- ➔ Describe the process for ensuring equal access to all students.
- ➔ Identify the timeline for administration of the state approved Student Voice Survey.

## Student Growth

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to about 20% of teachers in the following content areas and grade levels participating in state assessments:

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:



### **State Contribution – Student Growth Percentiles (SGP) – Applies to 20% of teachers (Math/ELA, Grades 4-8)**

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

### **Local Contribution – Student Growth Goals (SGG) – Applies to all teachers**

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All

teachers will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

**Rigor**-congruency to the Kentucky Core Academic Standards

**Comparability**- Data collected for the student growth goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6<sup>th</sup> grade science classrooms, 3<sup>rd</sup> grade classrooms, English 1 classrooms, band or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

### Student Growth Goal Criteria

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

### Rigor and Comparability of Student Growth Goals

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

### Required

- **All teachers will write a student growth goal based on the criteria**
- **Protocol for ensuring rigor**
- **Protocol for ensuring comparability**

### Local District Decision

#### Rigor

- ➔ Select one of the following choices for demonstrating **Rigor**:
- OPTION A: Rigor Rubric  
The district *[developed] [approved] [adapted]* rubric for assessing the rigor of all SGG.
  - OPTION B: Peer-Review and/or Jury Process

The district *[developed] [adopted] [adapted] [peer-review] [jury]* process for assessing the rigor of all SGG.

OPTION C: District-Defined Option

*Explain the process; protocols, and/or instruments that will be implementing in order to ensure all SGG are rigorous (based on the definition of rigor provided in this section)*

### Comparability

Include both assurances for establishing **Comparability**:

- ➔ Administration Protocol  
Describe an administration protocol for comparable administration procedures.
- ➔ Scoring Process
  - ➔ Describe the protocol for comparable scoring processes and data collection.

### Determining Growth for a Single Student Growth Goal

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth

### Required

- Districts will create a process for determining student growth ratings as low, expected, and high.
- Measures will be identified as indicators of determining growth.

### Local District Decision

- ➔ Describe the process for determining student growth as high, expected, or low.
- ➔ Identify the measures used for determining student growth rating.

### Determining Growth for Multiple Student Growth Goals

***[Please complete this section ONLY if the district has determined teachers may/shall use multiple SGG as a part of their local growth contribution. NOT TO EXCEED TWO.]***

A district-*[developed] [adapted] [approved]* holistic SGG growth assessment designed to evaluate two SGG and determine a final rating of high, expected, or low growth.

### Local District Decision

- ➔ Describe the process and/or instrument to be used and include it as an attachment to this document.

## **Products of Practice/Other Sources of Evidence**

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the domains.

### **Required**

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans

### **Local District Decision**

- ➔ Identify other sources of evidence that can be used to support educator practice

## Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

## Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

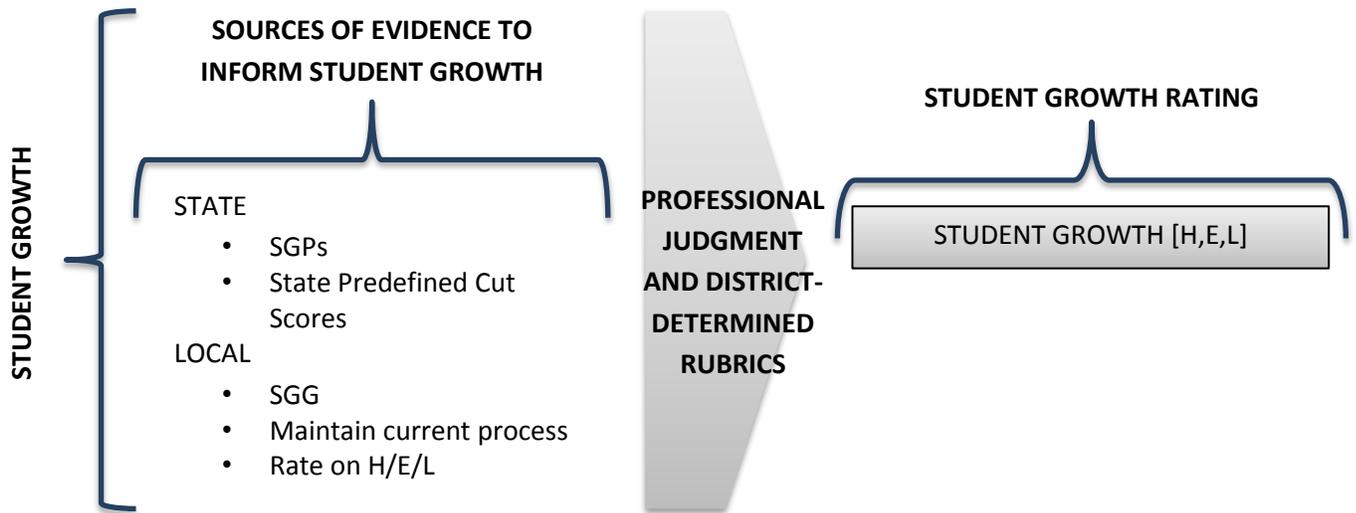


## Required

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS.

## Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available).



### Required

- SGG and SGP(when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating for teachers.

### Local District Decision

- ➔ Describe the process and/or instrument to be used to rate overall student growth as low, expected or high.
- ➔ Describe the procedures for ensuring rigor and comparability.

## Determining the Overall Performance Category

An educator’s Overall Performance Category is determined using the following steps:

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.
- Apply State Decisions Rules for determining an educator’s Professional Practice rating.

### CRITERIA FOR DETERMINING A TEACHER’S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Use Local Student Growth Goal instrument to determine overall Student Growth Rating.

### Criteria for Determining Overall Student Growth Rating

STUDENT GROWTH RATING	CRITERIA
HIGH	
EXPECTED	
LOW	

DISTRICT DECISION

- Apply State Overall Decision Rules for determining educator’s Overall Performance Category.

**CRITERIA FOR DETERMINING A TEACHER’S  
OVERALL PERFORMANCE CATEGORY**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
<b>Exemplary</b>	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
<b>Accomplished</b>	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
<b>Developing</b>	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
<b>Ineffective</b>	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

**Required**

- Implement the Overall Performance Category process for determining effectiveness.

## Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below.

		PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal set by teacher with evaluator input</li> <li>• One goal must focus on low student growth outcome</li> <li>• Formative review annually</li> </ul>	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goals set by teacher with evaluator input</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Formative review annually</li> <li>• Summative occurs at the end of year 3.</li> </ul>	
	ACCOMPLISHED			
	DEVELOPING	<b>ONE-YEAR CYCLE</b> <b>DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) Determined by Evaluator</li> <li>• Goals focus on professional practice and student growth</li> <li>• Plan activities designed by evaluator with teacher input</li> <li>• Summative review</li> </ul>	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.</li> <li>• Formative review annually.</li> </ul>	<b>THREE-YEAR SELF-DIRECTED CYCLE</b> <ul style="list-style-type: none"> <li>• Goal(s) set by educator with evaluator input</li> <li>• Formative review annually</li> </ul>
	INEFFECTIVE	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>		
		LOW	EXPECTED	HIGH
		STUDENT GROWTH RATING		

## Appeals

According to 156.557 Section 9,

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

(a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

(b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

(c) A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

(d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

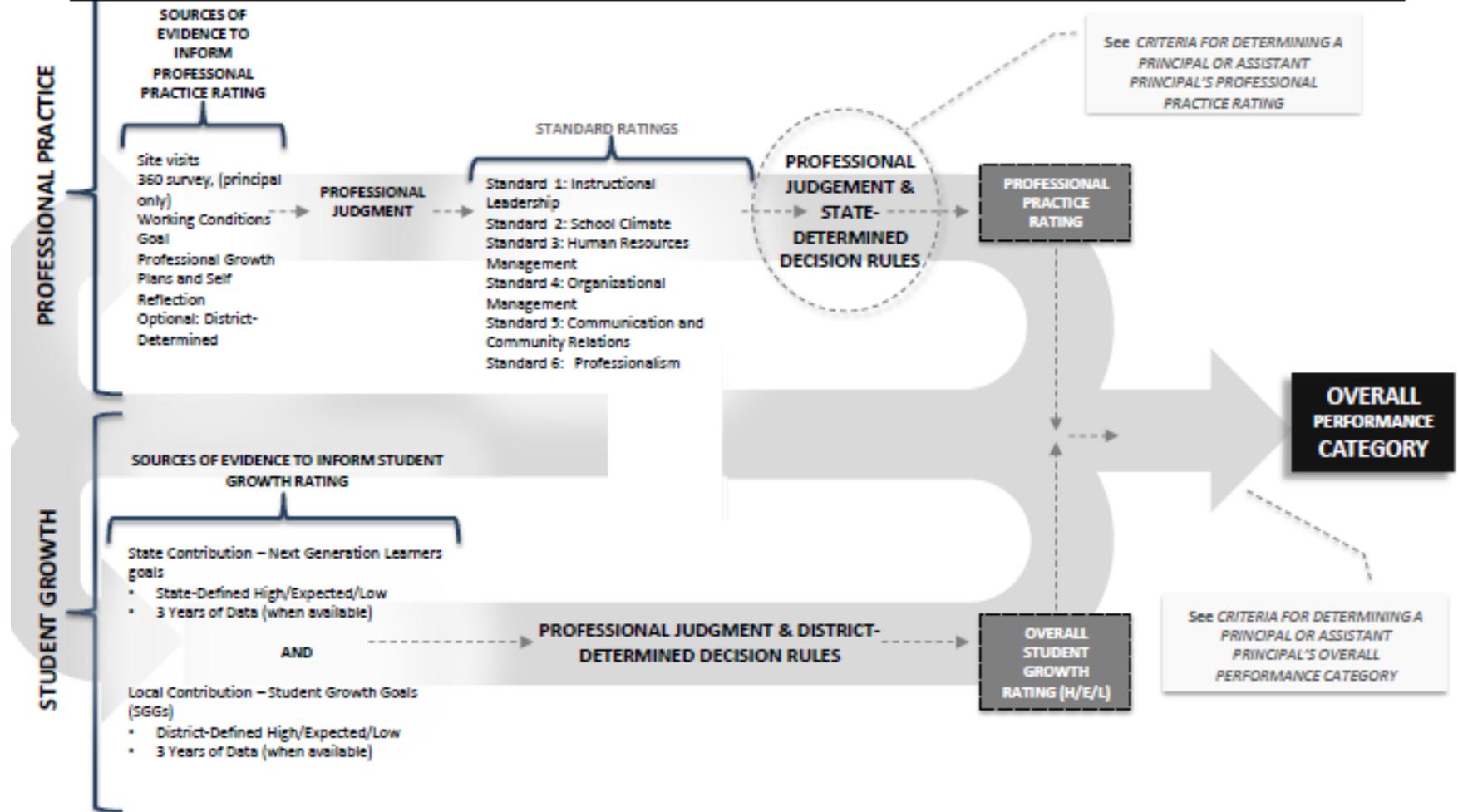
(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

## Required

- Districts shall have an appeals process established.

**PRINCIPAL AND ASSISTANT PRINCIPAL  
PROFESSIONAL GROWTH AND EFFECTIVENESS  
SYSTEM**

# KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS



## SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

		<b>Instructional Leadership</b>	<b>School Climate</b>	<b>Human Resources Management</b>	<b>Organizational Management</b>	<b>Communication and Community Relations</b>	<b>Professionalism</b>	
<b>Standards</b>		<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	
	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)			
<b>SOURCES OF EVIDENCE To Inform Professional Practice</b>	Professional Growth	Professional Growth Planning and Self Reflection						
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism	
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback						
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	
	Val-Ed360 Survey	Superintendent & Teacher Feedback						
High Standards for Student Learning; Rigorous Curriculum; Quality Instruction		Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior		

## Professional Growth and Effectiveness System – Principal and Assistant Principal

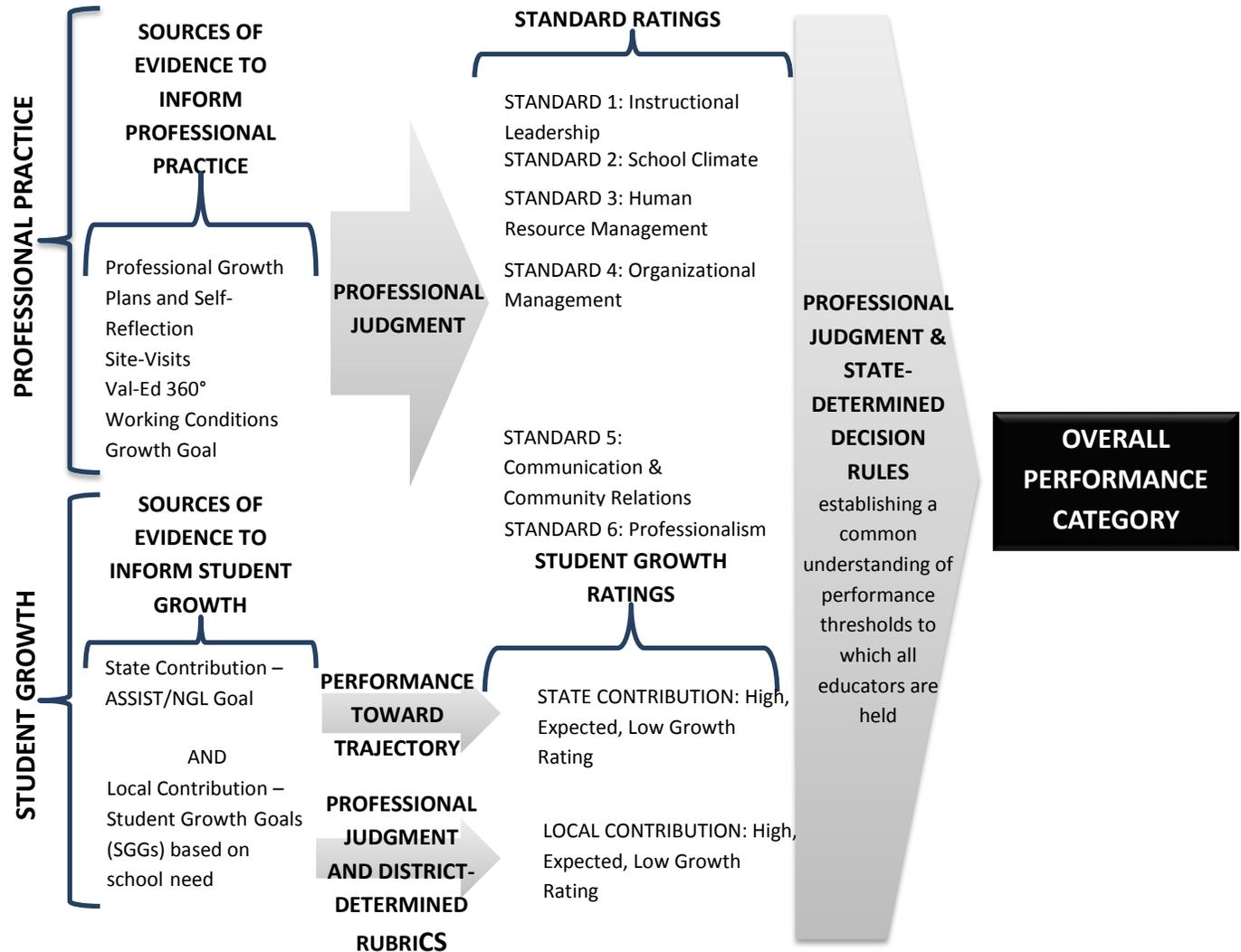
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

1. **Administrator:** means an EPSB certified administrator 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 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluee:** District/School personnel is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
5. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
6. **Val-Ed 360°:** An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers.
7. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.
8. **Other:** *[Please provide any additional required definitions for this section.]*
9. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

## Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.



Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.

## Principal Performance Standards

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The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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 principals 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 principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

Evaluators must use the following categories of evidence in determining overall ratings:

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Val-Ed 360°
  - Working Conditions Goal
  - State and Local Student Growth Goal data

Evaluators may use the following categories of evidence in determining overall ratings:

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources

## Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

### **Professional Growth Planning and Self-Reflection – completed by principals & assistant principals**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

#### **Required:**

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

#### **Local District Decision:**

- ➔ Explain timeline for submission of PGP for principals/assistant principals.

### **Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

#### **Required:**

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

#### **Local District Decision:**

- ➔ Identify timeline for site-visits.
- ➔ Describe conference expectations following site visits.
- ➔ Describe site-visit connections to Principal Performance Standards.

### **Val-Ed 360° - completed for principals – not completed for assistant principals**

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

#### **Required:**

- Conducted at least once every two years in the school year that TELL Kentucky is not administered.

#### **Local District Decision:**

- ➔ Identify a point of contact for overseeing and administering Val-Ed 360°.
- ➔ Identify the frequency of Val-Ed 360° administration.
- ➔ Identify the timeline for administration of Val-Ed 360°.
- ➔ Describe how Val-Ed 360° results will be used.
- ➔ Identify who will have access to Val-Ed 360°

### **Working Conditions Goal (Goal inherited by Assistant Principal)**

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

#### **Required:**

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one two-year goal.

#### **Local District Decision:**

- ➔ Identify the number of Working Conditions Goals that will be required.
- ➔ Describe the process used to establish the Working Conditions Goal rubric.
- ➔ Describe how a mid-point review will be conducted.
- ➔ Identify any additional surveys or evidence that will be used to inform the Working Conditions Goal(s).

## Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the standards.

### Local District Decision:

- ➔ Identify other sources of evidence that can be used to support educator practice

## Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one of the Student Growth Goals set by the principal must address gap populations. Assistant principals will inherit the SGG (both state and local contributions) of the Principal.

### State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

#### Required:

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless local goal is based on Gap population.

### Local District Decision:

- ➔ Describe process for determining interim trajectory goals.
- ➔ Describe process for determining high, expected, low growth.

### Local Contribution – Based on School Need (Goal inherited by Assistant Principal)

The local goal for student growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

**Required:**

- Based on gap population unless State goal is based on Gap population.

**Local District Decision:**

- ➔ Identify the number of local goals for principal
- ➔ Describe process to develop local goals.
- ➔ Describe process for determining high, expected, low growth.
  - ➔ Describe process for determining high, expected, low growth if multiple local student growth goals are required.

**Determining the Overall Performance Category**

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal’s ratings on professional practice and student growth.

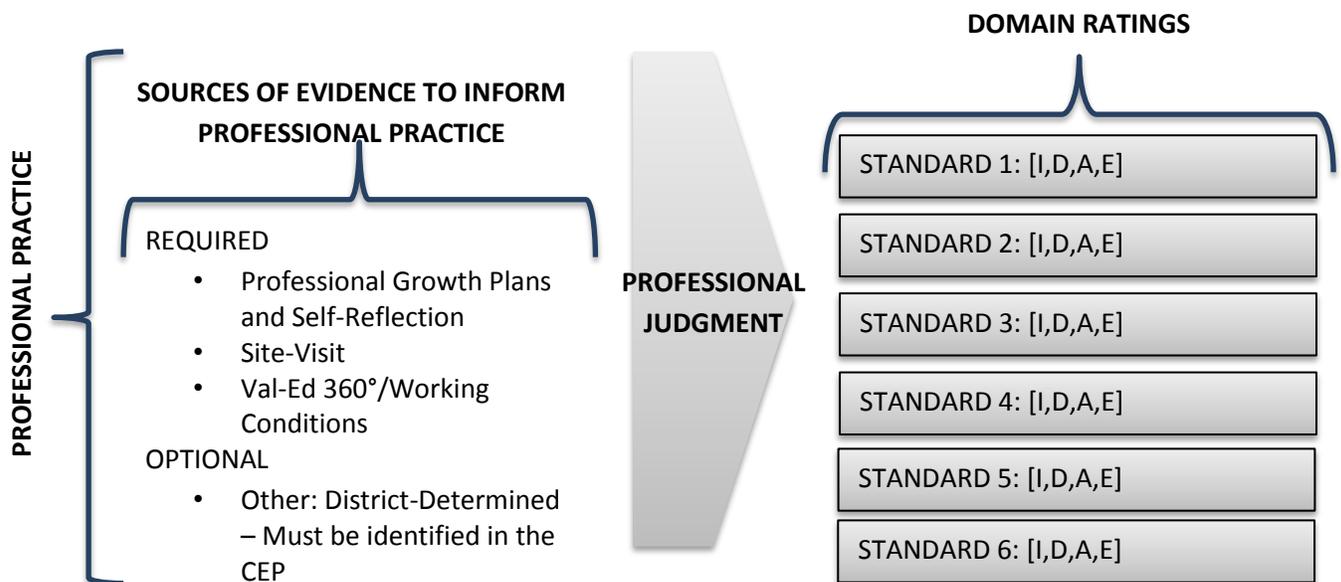
**Rating Overall Professional Practice**

**Required:**

- Use decision rules to determine an overall rating.
- Record ratings in CIITS

**Local District Decision:**

- ➔ Describe timelines for rating professional practice.



A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:

**Professional Practice Decision Rules**

**CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL’S PROFESSIONAL PRACTICE RATING**

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

**Rating Overall Student Growth**

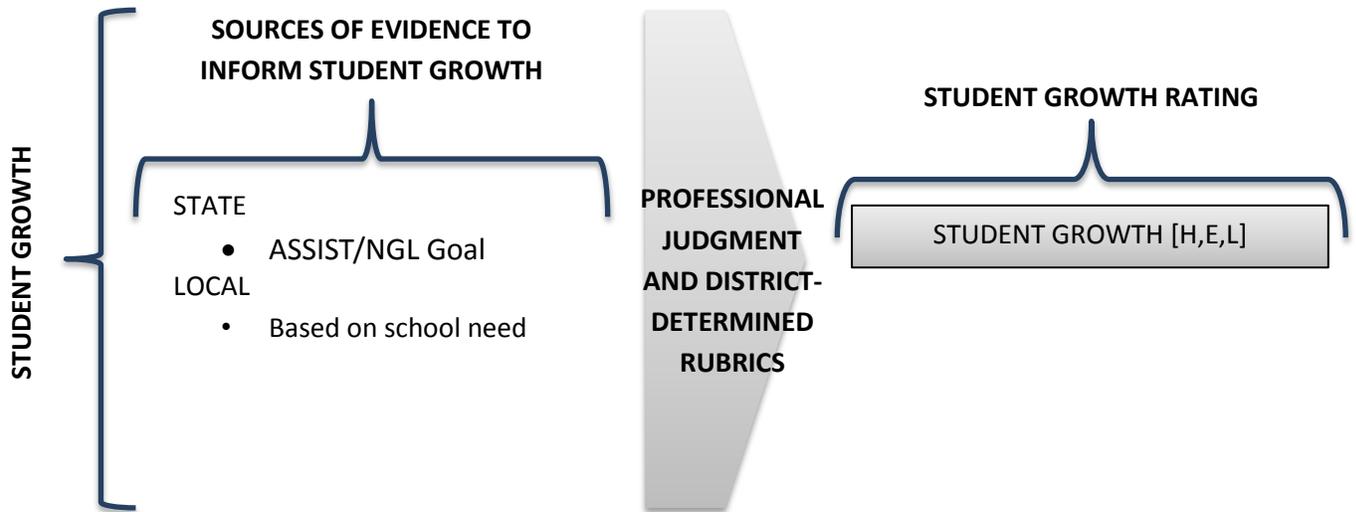
Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

**Required:**

- Determine the rating using both state and local growth.
- Determine the rating using up to 3 years of data (when available).
- Record ratings in CIITS.

**Local District Decision:**

- ➔ Describe the process used to rate student growth including both state and local contributions.



Districts will determine the process for determining the rating for High, Expected, and Low growth rating. Supervisors will use Local Student Growth Goal instrument to determine overall Student Growth Rating.

Growth Rating	Criteria
High	<b>DISTRICT DECISION</b>
Expected	
Low	

### Determining the Overall Performance Category

A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. Next, the evaluator will use the the following decision rules for determining the Overall Performance Category.

#### CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
<b>Exemplary</b>	High OR Expected	Exemplary
	Low	Developing
<b>Accomplished</b>	High	Exemplary
	Expected	Accomplished
	Low	Developing
<b>Developing</b>	High	Accomplished
	Low OR Expected	Developing
<b>Ineffective</b>	Low, Expected OR High	Ineffective

## Professional Growth Plan and Summative Cycle

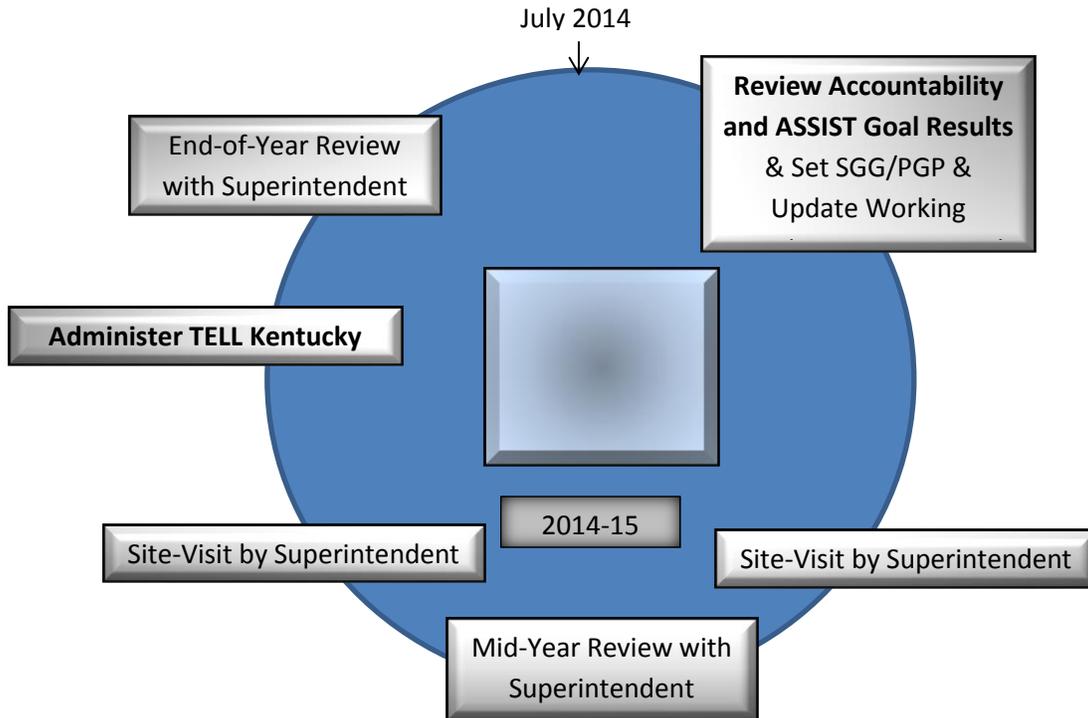
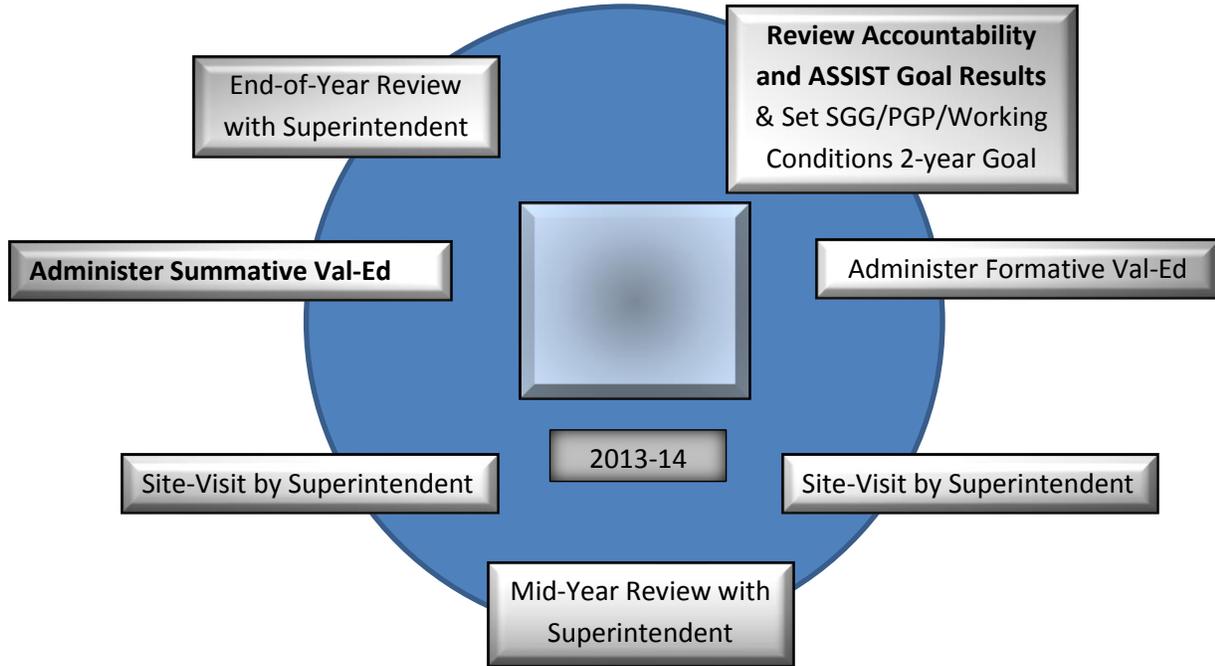
Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.

		KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS		
		LOW	EXPECTED	HIGH
PROFESSIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	ACCOMPLISHED			
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.		

**Sample Principal PGES Cycle**

The following chart shows the required components for principals and assistant principals over the two year process. **All principals and assistant principals will be evaluated every year.**

**Two Year Cycle of the PPGES**



# Any County Schools Certified Evaluation Plan

This document is created for districts to see how a 50/50 committee MIGHT answer the questions addressed in the Model 4.0 Certified Evaluation Plan. **It is not to be copied as the acceptable KDE suggested plan.** This sample is a combination of several districts' plans in Kentucky with the components being considered strong components by KDE staff. The science and art of teaching in any given school district in Kentucky should be the substance of that district's Certified Evaluation Plan. Unbridled Learning adjusting to changes in student population and leadership capacity should be the intended ultimate outcome of any plan meeting the needs of students.

Any County Schools  
Ima Leader, Superintendent

“Giving Our Best”

Mission

Vision

## **INTRODUCTION**

The evaluation of certified personnel is an important tool that our district utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the TPGES system.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the PPGES system.

The Superintendent will be evaluated annually by the local school board.

**ASSURANCES**  
**CERTIFIED EVALUATION PLAN**

The Any County School District 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.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of the appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

## Certified School Personnel Evaluation Plan

Any County School  
1234 Runaway Drive  
My Hometown, KY 00000

Superintendent: Ima Learner

Evaluation Contact Person: Jud Mental

50/50 Committee

### Administrators

- High School Principal
- Elementary Principal
- Middle School Principal
- Central Office
- Central Office

### Teachers

- High School Teacher
- High School Teacher
- Middle School Teacher
- Elementary Teacher
- Elementary Teacher

Appeals Committee

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## Roles and Definitions

### Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
3. **Educator Development Suite:** a component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of certified employee.
4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training. B(4)
5. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
6. **Evaluatee:** District/School personnel that are being evaluated.
7. **Local Contribution:** a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e., trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG).
8. **Observation:** documentation and feedback on a teacher's professional practices and observable behaviors.
9. **Overall Student Growth:** the overall growth rating assigned when combining the Student Growth Goal with the Student Growth Percentile ratings.
10. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, which observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practices.
11. **Peer Observer Modules:** three modules designed to provide training for peer observers before completion of peer observations.
12. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
13. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
14. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
15. **Ratings:** teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.
16. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
17. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Smart, Measureable, Attainable, Realistic, Time-bound)
18. **State Contribution-**a rating based on each student's rate of change compared to other students within a similar test score history ("academic peers") expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.
19. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.

20. **Student Growth Goal:** measurable goal(s) written by the certified employee who measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
21. **Student Growth Goal Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
22. **Student Voice:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practices.

## Professional Practice

### 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 classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (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 to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

### Required for all Any County Teachers

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in CIITS.

#### TIMELINE FOR SELF/REFLECTION/PGP

<b>August/September</b>	<b>Teacher reflects on his/her current growth needs based on data and identifies an area of focus.</b>
<b>October</b>	<b>Collaborates with his/her administrator, develops growth plan and action steps</b>
<b>November-January</b>	<b>Implementation/Reflection on progress and impact of the plan on his/her professional practice.</b>
<b>January</b>	<b>Modifies plan as appropriate.</b>
<b>January-April</b>	<b>Continued implementation and ongoing reflection.</b>
<b>April/May</b>	<b>Summative reflection on the degree of goal attainment and implications for next steps.</b>

\*Timeline will be tentative based on any adjustment of the calendar year.

## Observation

The observation process is one source of evidence to determine teacher effectiveness that includes both supervisor and peer observations for each certified teacher. Peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO summative ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

## Observation Model

### Required for all Any County Teachers

The observation model must fulfill the following minimum criteria:

- Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

### Any County School Progressive Model (3&1 model)

Observers will conduct three mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson.

- Non-tenured will follow the progressive 3&1 model. This includes one full observation by the supervisor that is the final observation in the summative year and three mini observations with one being by the peer observer during the summative year. B(11)
- Tenured teachers will receive one full observation by the supervisor and three mini observations over the three year cycle. One of the mini observations will be by the peer observe and will occur in the summative year. B(13)

## Observation Conferencing

### Required for all Any County Teachers

Observers will adhere to the following observation conferencing requirements

- Conduct observation conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. B(10)
- The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and mini evaluations, while post conferences will be completed in person.

## Observation Schedule

### Required for all Any County Teachers

- Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan. B(3)
- Timeline for when observations must be completed

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than the end of the first month of reporting for employment for the school year.	First month of reporting for employment.
Step 2	PRE-OBSERVATION CONFERENCE (TEACHER): Principal holds a pre-observation conference with teachers to be evaluated during the year.	Prior to October 15 of each school year.
Step 3-1	FORMAL OBSERVATION: Conduct formal observation and collect formative data. ( <b>Intern Teacher and principal</b> ) (Post Observation Conference held within 5 days of the formal observation).	District will adhere to the KTIP approved guidelines when completing evaluations
Step 3-2	Formal Observation: Conduct formal observation and collect formative data ( <b>Non-tenured teachers</b> ) (Post Observation Conference held within 5 days of the formal observation).	A minimum of two formal observations and post conferences annually until tenure is achieved (One each semester). Two mini observations (one each semester). One mini observation from administrator and one mini observation from a peer observer.
Step 3-3	FORMAL OBSERVATION: Conduct formal observations and collect formative data. ( <b>Tenured teachers</b> ) (Post Observation Conference held within 5 days of the formal observation). An informal conference will be held for the mini observations. B(9)	Observations will be over a three year cycle with the peer and summative in the final year of the cycle. Additional observations can be conducted if deemed necessary. One mini observation from administrator and one mini observation from a peer observer. B(12)
Step 3-4	FORMAL OBSERVATION: Conduct formal observation and collect other formative data ( <b>Administrators</b> ) (Post Observation Conferences held within 5 days of the formal observation) B(14)	A minimum of one formal observation annually when results are satisfactory (More observations shall occur when results are considered Ineffective )
Step 4	INDIVIDUAL PROFESSIONAL GROWTH PLAN-An individual	Growth plans shall be

	professional growth plan shall be developed jointly by evaluator and evaluate.	developed after the first formal evaluation and post conference and reviewed/modified periodically referencing the school improvement plan. Tenured teachers who are not being evaluated during the current year develop/revise growth plans each year following the established timeline.
Step 5	SUMMATIVE EVALUATION: Evaluator completes evaluation summary	April 15
Step 6	SUPERINTENDENT RECOMMENDATION: Evaluator recommends re-employment/termination to superintendent	April 20

\*All dates are tentative based upon the adjustments of the calendar year.

### Observer Certification

To ensure consistency of observations, evaluators must complete the state approved certification platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are 3 sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

### Required for All Any County Evaluators

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

Year 1	Certification
Year 2	Calibration
Year 3	Calibration
Year 4	Recertification

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
  - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor was present in the observation.
  - In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:

- All uncertified supervisors who are evaluating certified personnel will be assigned a mentor supervisor who has passed the initial certification process. Mentors will be assigned by the superintendent or superintendent’s designee. The mentor(s) will meet periodically with uncertified supervisor(s) to review training modules and give advice regarding the certification process. When there are more than two supervisors who have not completed the training, they (along with their mentors) will form a cohort to review certification requirements and the training modules. Supervisors will take the state-approved certification assessment after completing the training modules.
- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors of another school in the district will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The only duty the uncertified supervisor will not perform is to assign evidence to domains in the state platform (CIITS). Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor’s role.

**Observer Calibration**

As calibrated observers may tend to experience “drift in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under Observer Certification). The calibration process will be completed in years two (2) and three (2) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice.

**Required for Any County Administrators**

- Observer calibration during years 2 & 3 of the Observer Certification process based on the state approved certification platform and the current state approved technology.
- Re-certification after year 3.

<b>Process</b>	<b>Documentation</b>
Initial Certification Process	A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.
Calibration Process Year 2	One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.
Calibration Process Year 3	Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.

Re-Certification Year 4	Certified evaluators will complete the required Recertification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state approved certification vendor.
Recalibration Process	In the case where administrators do not meet calibration requirements, administrators will receive additional calibration practice/scoring to support the reliability of the calibration process.

### Peer Observation

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the Observee unless permission is granted.

### Required for all Any County Teachers

- All teachers will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the state developed training once every three (3) years.
- All required peer observations must be documented in CIITS.

### Peer Observation Selection

The district/school will select a percent of their certified staff to serve as peer observers to participate in the peer observation process. Three peer observer groups will be developed: an elementary K-4, a middle school peer group 5-8, and a high school peer group 9-12 from which teachers can select their peer observer. Criteria is established for the selection of peer observers (See Appendix \_). Additional teachers will be selected as current members rotate off the pool of peer observers on an as needed basis.

**All teachers shall receive a peer observation in their summative evaluation year by a peer observer who has successfully completed the state approved training.** The principal in consultation with the Chief Academic Officer shall assign each teacher in their summative year a trained peer observer. All required peer observations shall be documented in CIITS EDS.

### Student Voice

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

### Required for all Any County Teachers

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used to inform Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.

- All teachers and appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
- The survey will be administered in the school.
- Survey data will only be considered when 10 or more students are respondents.

**Student Voice Surveys**

<b>Point of Contact</b>	District PGES POC/Infinite Campus POC
<b>Selection of Student Groups</b>	District will determine the number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school. Ex: May choose all second period classes. Only teachers who have a minimum of 10 students respond to items on the student voice survey. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.
<b>Process for Equal Access for All Students</b>	Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student’s responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.
<b>Student Voice Survey Timeline</b>	A two week period during the spring semester will be determined by the district leadership team and all student voice surveys will be completed during this two week window.

**Products of Practice/Other Sources of Evidence**

Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains.

**Required for all Any County Teachers**

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans

Identify other sources of evidence that can be used to support educator practice

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs

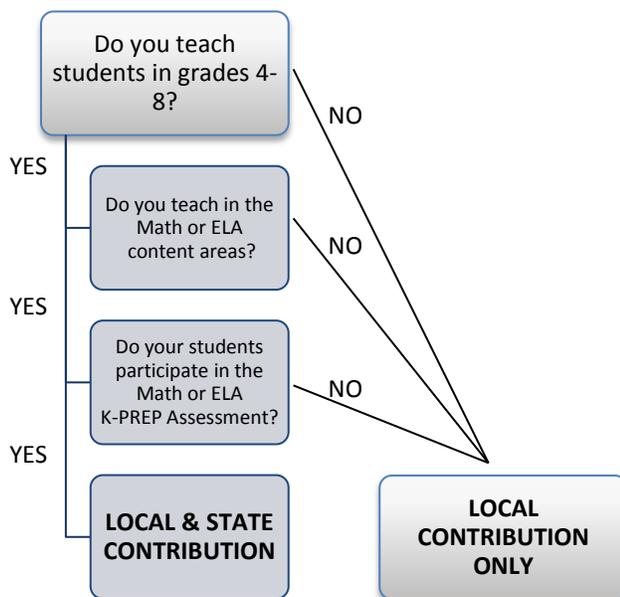
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance

## Student Growth

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to about 20% of teachers in the following content areas and grade levels participating in state assessments:

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:



### **State Contribution – Student Growth Percentiles (SGP) – 20% of teachers (Math/ELA, Grades 4-8)**

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The median SGP for a teacher’s class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

**Local Contribution – Student Growth Goals (SGG)**

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher’s Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

**Student Growth Goal Criteria**

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

**Rigor and Comparability of Student Growth Goals**

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

**Required for all Any County Teachers**

- **Write a student growth goal based on the criteria**
- **Use the protocol for ensuring rigor**
- **Use the protocol for ensuring comparability**

**In order to ensure both rigor and comparability in our district’s Student Growth Goal developmental process a combined process of using a rigor rubric and school or district peer reviews will be implemented. A Student Growth Goal will be considered rigorous and comparable when there is a uniform expectation for student achievement and the goal is consistently aligned with the standards. This does not mean that schools use the same pre/post measures or that the expectations for growth percentage are the same across the district. The following protocol will ensure rigor and comparability across our schools and district.**

<b>Number of Growth Goals</b>	<b>All teachers will develop of one (1) Student Growth Goal</b>
<b>Process/Protocol</b>	<p><b>Step 1: Determine Needs</b></p> <ul style="list-style-type: none"> <li>• <b>Context of identified class, student population</b></li> <li>• <b>Interval of instruction</b></li> <li>• <b>Identify content area enduring skills</b></li> <li>• <b>Sources of evidence to establish baseline data and measure of student growth</b></li> </ul> <p><b>Step 2: Create a specific learning goal</b></p> <ul style="list-style-type: none"> <li>• <b>Specify expected growth and proficiency targets</b></li> <li>• <b>Apply SMART Goal Criteria</b></li> </ul>

	<ul style="list-style-type: none"> <li>• Explain rationale for goal/how targets meet expected rigor</li> </ul> <p><b>Step 3: Create and Implement Teaching and Learning Strategies</b></p> <ul style="list-style-type: none"> <li>• Describe personal learning needed to support students attainment of growth goal</li> <li>• Instructional strategies to obtain goal</li> </ul> <p><b>Step 4: Monitor Student Progress through on-going Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Plan for progress monitoring</li> </ul> <p><b>Step 5: Determine whether students achieve goal</b></p> <ul style="list-style-type: none"> <li>• Analyze results (summative/post assessments)</li> <li>• Reflection/Next Steps</li> </ul>
<b>Instruments</b>	<p>In order to determine if the teacher created Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria from Appendix</p> <hr/> <p>Teachers can use other planning tools such as the Enduring Skills Checklist, Think Plan Guidance format for developing Student Growth Goals, and the CASL work on Target/Method match to ensure rigor.</p>

### Comparability

Include both assurances for establishing **Comparability**:

#### COMPARABILITY

<b>Administration Protocol</b>	<p>Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Aligns with standards identified in the student growth goal?</li> <li>• Meets the expected rigor of the standards?</li> <li>• Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?</li> <li>• Measures accurately the growth of individual students?</li> <li>• Measures what it says it measures and provides consistent results?</li> <li>• Allows high- and low-achieving students to adequately demonstrate their knowledge?</li> <li>• Provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students?</li> <li>• Provides sufficient data to inform future instruction?</li> </ul>
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<b>Scoring Process</b>	<p><b>Step 1: Principal and teacher will meet to review relevant data sources and determines Area of focus.</b></p> <p><b>Step 2: Teacher will use the SGG template (appendix__ ) to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency Measures.</b></p> <p><b>Step 3: The teacher will meet with his/her PLC to review the student growth goal using the rigor rubric</b></p> <p><b>Step 4: The PLC will determine if pre/post measure will yield true student growth data and would be comparable growth Measures.</b></p> <p><b>Step 5: Once the goal has been vetted by the peer group the teacher will meet with the principal to approve goal and plan/review Strategies to meet the goal.</b></p>
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### Determining Growth for a Single Student Growth Goal

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth

#### Required for Any County

- Districts will create a process for determining student growth ratings as low, expected, and high.
- Measures will be identified as indicators of determining growth.

#### Determining Growth for Single Growth Goal

<b>Process for determining growth (high, expected, low)</b>	<p><b>The process for determining high, expected, or low growth will be determined in the following manner:</b></p> <p><b>High Growth: Exceeds beyond 10%</b></p> <p><b>Expected Growth: +/- 10%</b></p> <p><b>Low Growth: Did not meet and fell lower than 10% from goal.</b></p>
<b>Measures</b>	<b>Pre-Test/Post –Test-Teachers will use pre/post tests to determine the growth identified in their goal. These assessments can be identical or comparable versions.</b>

Every local goal will be comprised of a proficiency and growth component.

### Proficiency Component

<b>High</b>	<b>%</b>
<b>Expected</b>	<b>%</b>
<b>Low</b>	<b>%</b>

### Growth Component

<b>High</b>	<i>District Determined</i>
<b>Expected</b>	
<b>Low</b>	

The matrix below will be used to assign the overall rating of the growth goal by the building level supervisor.

### Overall Growth Rating

<b>PROFICIENCY</b>		<b>H</b>	<b>E</b>	<b>H</b>	<b>H</b>
		<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
		<b>L</b>	<b>L</b>	<b>L</b>	<b>E</b>
			<b>L</b>	<b>E</b>	<b>H</b>
		<b>GROWTH</b>			

## Determining the Overall Performance Category

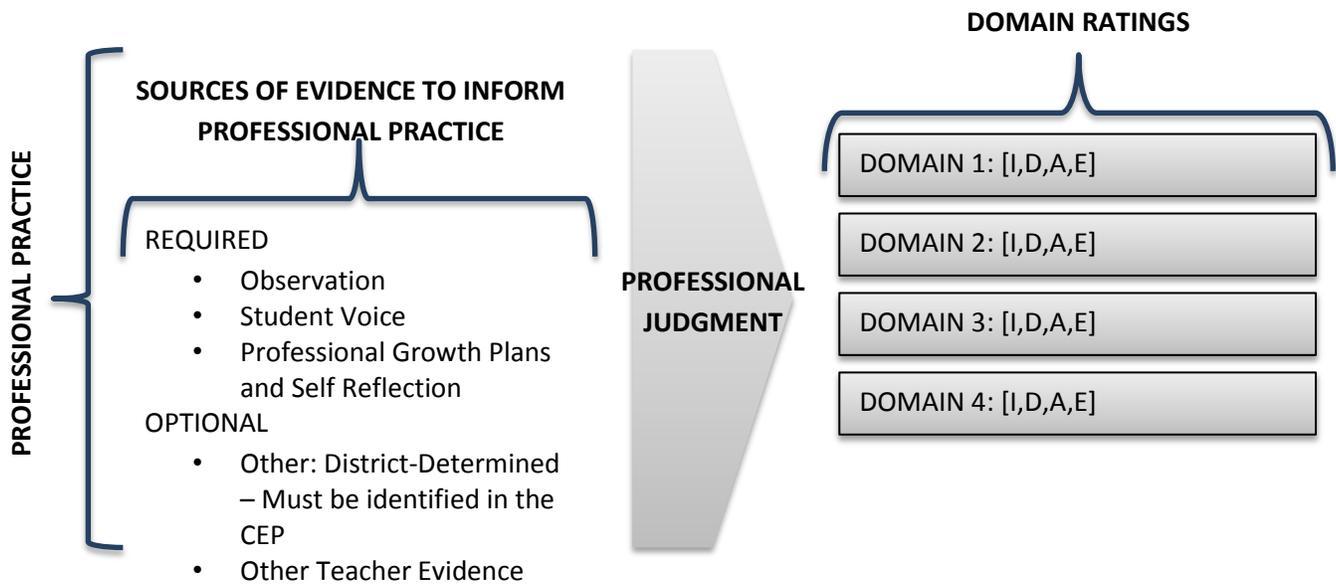
Supervisors are responsible for determining an Overall Performance Category for each teacher at the of their summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator’s performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

## Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle.

*I=Ineffective, D=Developing, A=Accomplished, E=Exemplary*



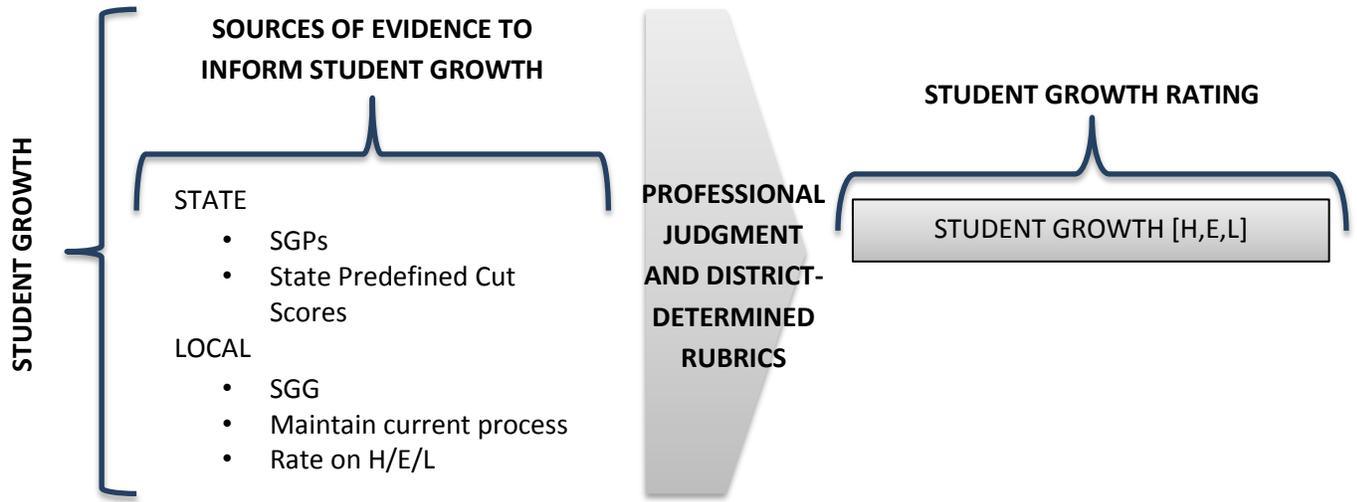
### Required for all Any County Teachers

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS.

## Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth

over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available).



**Required**

- Student Growth Goal and Student Growth Percentile(when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating

**In addition to a local contribution, teachers in grades 4-8 in Reading and Math will have a state contribution for student growth expressed as a percentile. The scale for determining growth will be provided by the Kentucky Board of Education. The following decision rules will be used to rate Overall growth as low, expected, or high for teachers who have a state and local growth goal.**

**OVERALL DECISION MATRIX  
STATE AND LOCAL**

<b>State Growth</b>	<b>H</b>	<b>E</b>	<b>H</b>	<b>H</b>
	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
	<b>L</b>	<b>L</b>	<b>E</b>	<b>E</b>
		<b>L</b>	<b>E</b>	<b>H</b>
		<b>Local Growth</b>		

## Determining the Overall Performance Category

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

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.
- Apply State Decisions Rules for determining an educator's Professional Practice.
- Apply State Overall Decision Rules for determining educator's Overall Performance Category.

### CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

<b>IF...</b>	<b>THEN...</b>
<b>Domains 2 AND 3 are rated INEFFECTIVE</b>	Professional Practice Rating shall be INEFFECTIVE
<b>Domains 2 OR 3 are rated INEFFECTIVE</b>	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
<b>Domains 1 OR 4 are rated INEFFECTIVE</b>	Professional Practice Rating shall NOT be EXEMPLARY
<b>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED</b>	Professional Practice Rating shall be ACCOMPLISHED
<b>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</b>	Professional Practice Rating shall be ACCOMPLISHED
<b>Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY</b>	Professional Practice Rating shall be EXEMPLARY

**Required Any County**

- Implement the Overall Performance Category process for determining effectiveness.

**CRITERIA FOR DETERMINING A TEACHER'S  
OVERALL PERFORMANCE CATEGORY**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

## Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

		PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal set by teacher with evaluator input</li> <li>• One goal must focus on low student growth outcome</li> <li>• Formative review annually</li> </ul>	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goals set by teacher with evaluator input</li> <li>• Plan activities are teacher directed and implemented with colleagues.</li> <li>• Formative review annually</li> <li>• Summative occurs at the end of year 3.</li> </ul>	
	ACCOMPLISHED			
	DEVELOPING	<b>ONE-YEAR CYCLE</b> <b>DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) Determined by Evaluator</li> <li>• Goals focus on professional practice and student growth</li> <li>• Plan activities designed by evaluator with teacher input</li> <li>• Summative review</li> </ul>	<b>THREE-YEAR CYCLE</b> <b>SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.</li> <li>• Formative review annually.</li> </ul>	<b>THREE-YEAR SELF-DIRECTED CYCLE</b> <ul style="list-style-type: none"> <li>• Goal(s) set by educator with evaluator input</li> <li>• Formative review annually</li> </ul>
INEFFECTIVE	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>			
		LOW	EXPECTED	HIGH
		STUDENT GROWTH RATING		

## Appeals

## Professional Growth and Effectiveness System – Principal and Assistant Principal

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

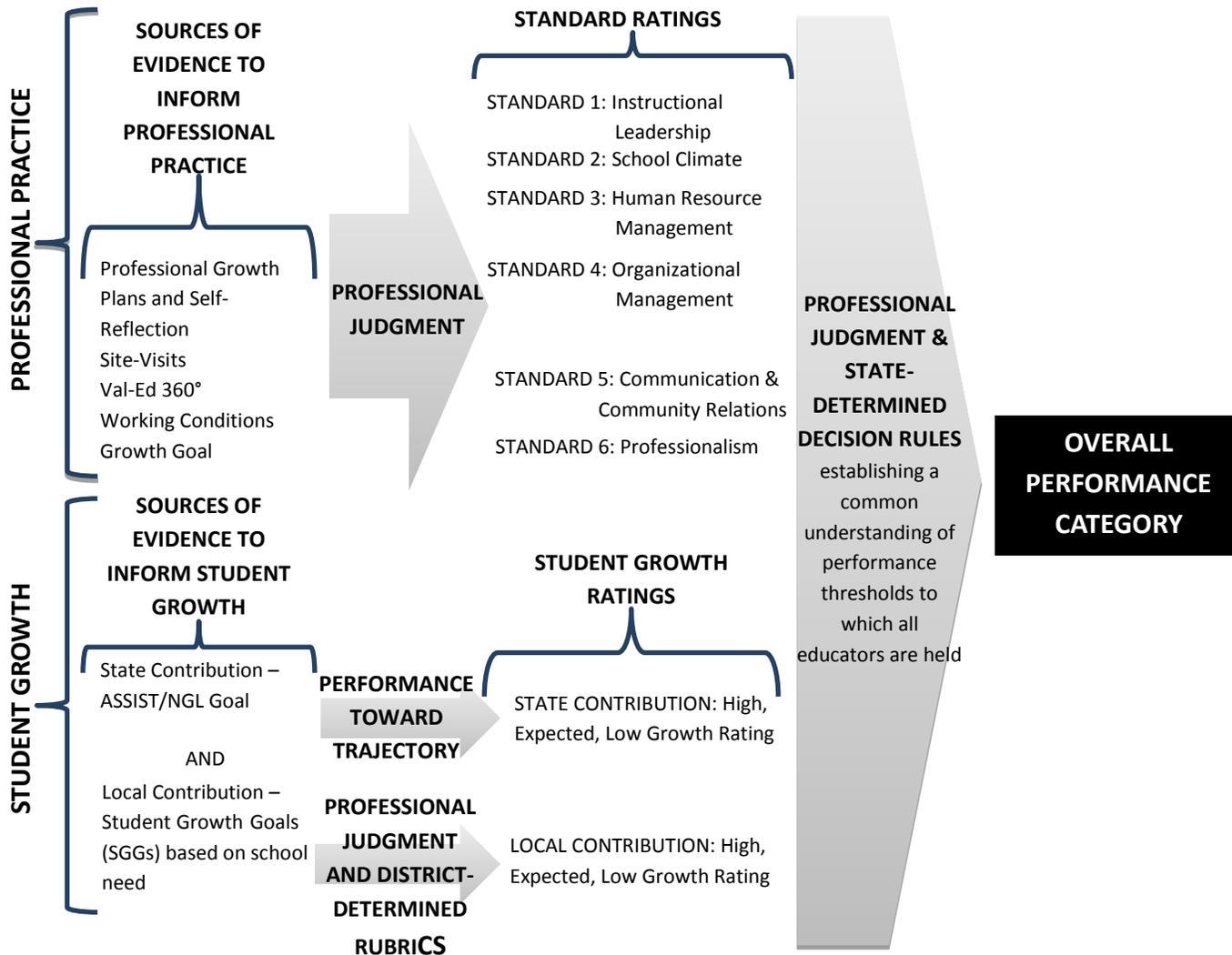
10. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
11. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
12. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
13. **Evaluatee:** District/School personnel that are being evaluated.
14. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
15. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
16. **Performance Levels-**General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
17. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
18. **Performance Standards-**Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
19. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
20. **SMART Criteria;** Acronym use to develop a goal(s) Specific, Measurable, Appropriate, Realistic, Time-Bound.
21. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
22. **Surveys:** Tools used to provide information to principals about perception of job performance.
23. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
24. **VAL-ED Point of Contact:** person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
25. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

26. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

# Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

The following graphic outlines the summative model for the Principal Professional Growth and Effectiveness System.

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: the Principal Performance Standards.



## Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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 principals 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 principal performance. These factors may include school-specific priorities that may drive practice in one standard, 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 must use the following categories of evidence in determining overall ratings:

- Required Sources of Evidence (See Appendix \_\_\_)
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Val-Ed 360°
  - Working Conditions Goal (Based on TELL KY)
  - State and Local Student Growth Goal data

Evaluators may use the following categories of evidence in determining overall ratings:

- ➔ Other Measures of Student Learning
- ➔ Products of Practice

## Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

## Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

## Administrators

Administrators who are participating in a required internship shall follow all rules and regulations as set forth by the Beginning Principal Internship Program 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR: 3:345 and KRS 161:027. All other administrators will be evaluated annually.

An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.

The summative evaluation for administrators will be completed by June 15.

A copy of the summative evaluation report will be given to the administrator.

The summative evaluation report will be placed in the administrator's file in the Central Office. Information will be housed in the Educator Development Suite of CIITS.

### Required for all Any County Administrators

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

### PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

<b>August 1</b>	<b>Superintendent reviews expectations of PPGES</b>
<b>September 30</b>	<b>Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan</b>
<b>October</b>	<b>Superintendent Conducts a Site Visit</b>
<b>Mid-Year</b>	<b>Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.</b>
<b>March</b>	<b>Completion of TELL or VAL-ED Survey</b>
<b>April/May</b>	<b>Superintendent conducts a Site Visit</b>
<b>June 30</b>	<b>Conference with principal/assistant principal to review their Student Growth Goal, Working Condition Goal, and Professional Growth Goal as well as modify any strategies.</b>

**\*Additional Conferences may be held as deemed necessary to monitor PGP process.**

**\*All dates are tentative based on the adjustment of the school calendar.**

## **Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals**

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal's responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

## **Required for all Any County Principals**

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)

## **Site Visits**

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to Jan. 1. The second will take place prior to March 15.

During the follow-up conference with the principal, the superintendent will review all Principal Performance Standards and give feedback about each standard.

Optional: The Principal may ask the Superintendent to give specific feedback about a particular standard.

## **Conferencing:**

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss and come to agreement on the Student Growth Goal and Action Plan
  - Discuss reflections of the Principal Performance Standards
  - Discuss and come to agreement on the Professional Growth Goal and Action Plan
  - Questions/Concerns/Comments
  - Set tentative date for Mid-Year Review
2. Mid-Year (Conference)
  - Purpose of Meeting
  - Discuss first observation/site visit and provide feedback
  - Share progress toward Student Growth Goal
  - Discuss documentation of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for End of Year Review
3. End of Year Review (Conference)
  - Purpose of Meeting
  - Discuss second observation/site visit and provide feedback
  - Share progress toward Student Growth Goal
  - Share progress toward Professional Growth Goal

- Discuss progress of each standard-determine if any other documentation is needed
- Discuss overall rating based on Professional Practice and Student Growth
- Questions/Concerns/Comments

**Val-Ed 360° - completed for principals – not completed for assistant principals**

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating.

It will provide feedback to principals that incorporate the input of critical members of the school’s professional community. When the principal receives the report with the results of the assessment, he/she will analyze the report and compare his/her own ratings on each of the core components/key processes against the ratings given by the teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed.

**Required for all Any County Principals**

- Conducted at least once every two years in the school year that TELL Kentucky is not administered.
- Principals will refer to the crosswalk between VAL-ED Core Components and Key Processes and the Principal Performance Standards. This will them identify the performance standards in which he/she needs to grow and will be used as a data source in the development of the Principal Professional Growth Plan.

**VAL-ED 360**

<b>Val Ed Point of Contact</b>	Val Ed Point of Contact will be assigned by the superintendent. Each school will also select a VAL ED Point of Contact to assist with the Val ED process.
<b>VAL-ED Role Groups</b>	<p><b>District Administrator</b>-oversee and monitor the implementation of the VAL-ED 360 process.</p> <p><b>School VAL-ED Coordinator:</b> Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level.</p> <p><b>Superintendent:</b> receives access code to be able to monitor they survey process and reports.</p> <p><b>Supervisors</b>-district may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth.</p> <p><b>Principals:</b> completes a survey specifically designed for principals and has access to information contained within final report.</p> <p><b>Certified Teachers:</b> teachers assigned to a</p>

	specific school that complete the online survey designed specifically for teacher input.
<b>Frequency of Val-Ed 360</b>	Once every other year alternating with TELL Kentucky Survey
<b>Timeline</b>	Two week period during the spring semester
<b>Use of Val-ED 360 Results</b>	The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan.
<b>Val-ED 360 Access</b>	Val-ED survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.

**Working Conditions Goal (Goal inherited by Assistant Principal)**

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on information in the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

**Required for all Any County Principals**

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one 2-year goal.

**WORKING CONDITIONS GOAL(S)**

<b>Number of Working Conditions Goals</b>	<p>Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district <i>Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template (in the appendix)</i>. The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none"> <li>1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.</li> <li>2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in appendix).</li> </ol>
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	<ol style="list-style-type: none"> <li>3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.</li> <li>4. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary.</li> <li>5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.</li> <li>6. Ongoing reflection and modification of the strategies when needed.</li> </ol>
<p style="text-align: center;"><b>Working Condition Goals Rubric</b></p> <p>Example-A principal has identified a WCG area and has set a goal of increase from 21% to 50% agreement on the identified question(s). The rubric with a built in range of + or - 10% would be: Exemplary: Above 55% Agreement  Accomplished: 45-55% Agreement  Developing: 22-44% Agreement  Ineffective: 21% or below Agreement</p>	<p>The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale. Example: Exemplary: Above Accomplished Goal  Accomplished: + 10% of goal  Developing: baseline set for the goal  Ineffective: below the baseline</p>
<p style="text-align: center;"><b>Mid-Point Review</b></p>	<p>During mid-year review, principals can choose for one of the following:</p> <ul style="list-style-type: none"> <li>❖ Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.</li> <li>❖ Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.</li> <li>❖ Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG</li> </ul>
<p style="text-align: center;"><b>Additional Surveys or Evidence</b></p>	<p>Principals can choose to complete on-line surveys from Survey Monkey, paper/pencil surveys, etc. to measure growth in their WCG.</p>

## **Products of Products of Practice/Other Sources of Evidence**

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

### **Any County Principals can choose from the following:**

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Other

## **Student Growth**

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

The Student Growth measure is comprised of two contributions: a STATE contribution and a LOCAL contribution. Both Goals are inherited by the Assistant Principal and at least one goal must be based on Gap Population. The local goal may be developed to parallel the State Contribution.

### **State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)**

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

### **Required for all Any County Principals**

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless Local goal is based on Gap population.

## Student Growth

### State Contribution:

The State Contribution is derived from Growth Goals developed around one of the interim targets housed in ASSIST. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals and objectives; for all four levels—elementary, middle, and high schools—those goals/objectives are:

- ✓ Decreasing achievement gaps between disaggregated groups of students
- ✓ Increasing the average combined reading and math K-PREP scores

Middle and High Schools must also address:

- ✓ Increasing the percentage of College and Career Ready students
- ✓ Increasing the average percentage of freshman graduation

Principals will find these ASSIST goals and objectives in their School Report Card.

They will select one (1) of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory.

The principal will then collaborate with the superintendent to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. For example, of the original goal and trajectory is to decrease the achievement gap from a 2012 percentage of 45 to 15 percent by 2017, the principal and superintendent may decide to simply divide the 30 percent difference evenly and set an objective of decreasing the achievement gap in the 2014-2014 school year by 6 percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent.

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

### Local Contribution – Based on School Need (Goal inherited by Assistant Principal)

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

### Required for Any County Principals

- Based on Gap population unless State goal is based on Gap population.

Each principal will be required to develop one (1) Local Growth Goal. The Local Growth Goal Process includes:

- Determining Needs (Based on Data)
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

## Rubrics for Determining High, Expected, and Low Growth with State and Local SGG

For each Student Growth Goal, the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops decision rules and/or rubrics to measure high, expected and low growth on each specific goal. Both growth goals will define Expected Growth at + or -5% and establish acceptable range for student growth across the district.

- ❖ **High Growth:** More than 10% above Goal
- ❖ **Expected Growth:** + or – 10%
- ❖ **Low Growth:** More than 10% below goal (Any score below baseline)

### Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

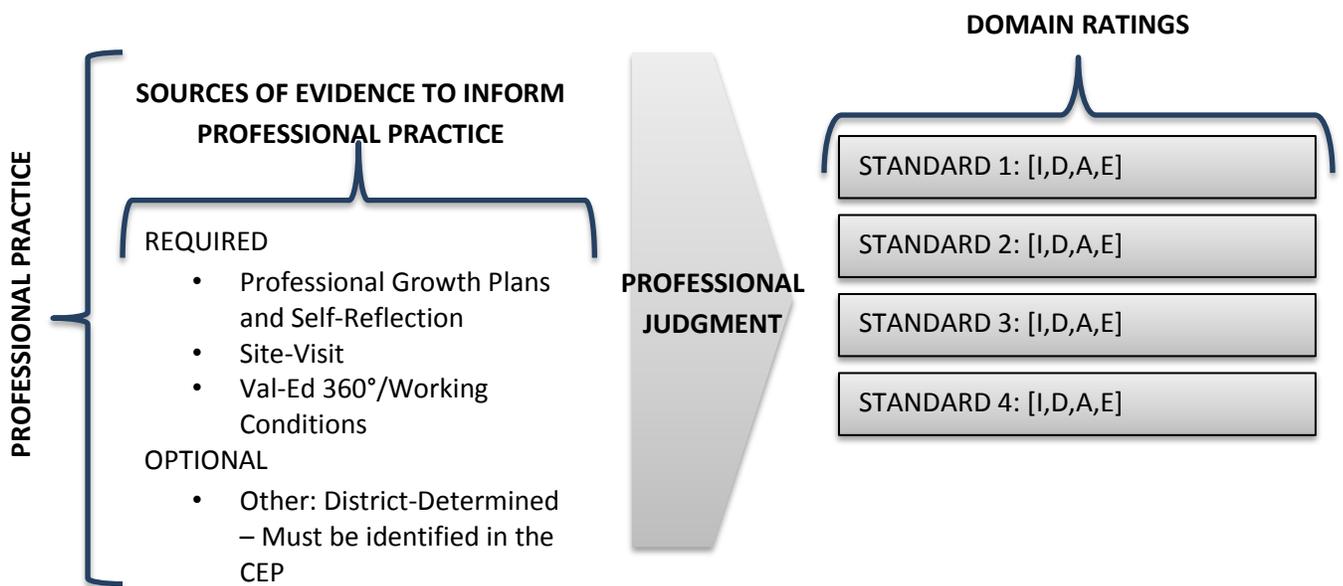
### Rating Overall Professional Practice

#### Required for Any County Superintendent

The Superintendent will adhere to timeline in the PPGES Timeline. Ratings will be placed in CIITS following state requirements.

### Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.



### Required for Any County Principals

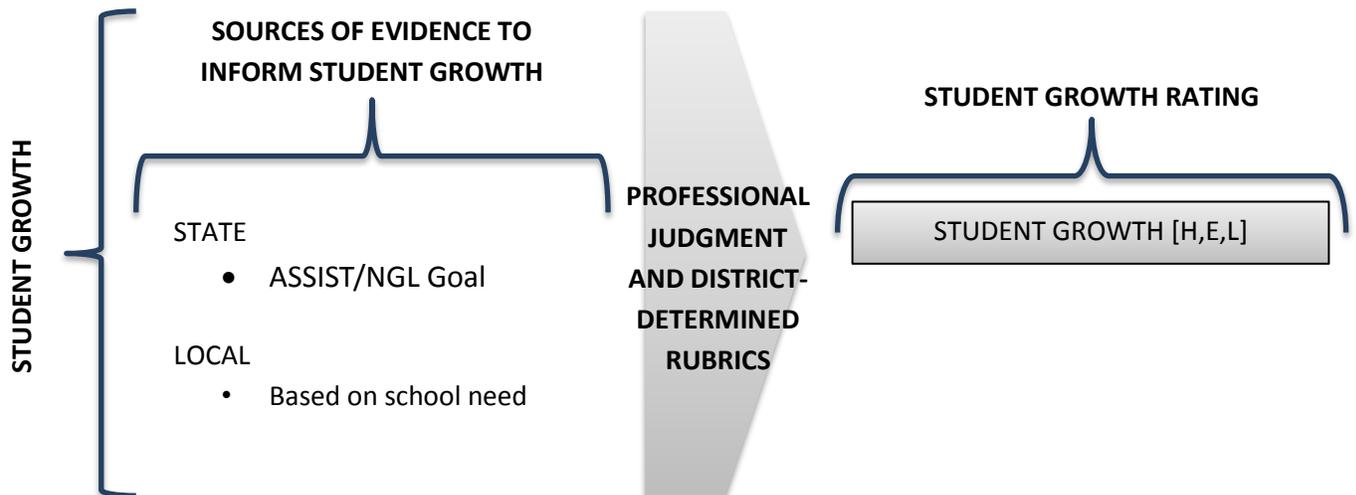
- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available)
- Record ratings in CIITS.

Both the state and local goal will be given a numerical weighting.

- **LOW** = 1
- **EXPECTED** = 2
- **HIGH** = 3

Determination of a single yearly combined goal rating will be a simple average of the two goals. When a principal has established three years of trend data for SGG the principal will have a ranking based on an average of the three year score. The total rankings will be averaged from the previous three years (if available) and applied to the following scale and recorded in CIITS as required by the state.

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50-2.49
High	2.50-3



**PERFORMANCE**

<b>PERFORMANCE</b>	<b>Exemplary</b>	“Shall” have a minimum of a directed growth plan	“Shall” have a minimum of a self-directed growth plan	“Shall” have a minimum of a self-directed growth plan
	<b>Accomplished</b>		“Shall” have a minimum of a self-directed growth plan	
	<b>Developing</b>	“Shall” have a minimum of a directed growth plan		“Shall” have a minimum of a self-directed growth plan
	<b>Ineffective</b>	“Shall” have a minimum of a Corrective Action Plan (Evaluator Directed)		
		<b>Low Growth</b>	<b>Expected Growth</b>	<b>High Growth</b>

**GROWTH**