

Certified Evaluation Plan

Approved by Lewis County Board of Education: November 10, 2014
Revised for PK, KTIP, District Administration and OPGES: May, 2015

LEWIS COUNTY SCHOOLS

CERTIFIED EVALUATION PLAN COMMITTEE

Kevin Duff	Director of Federal Programs
Jennie Enix	Supervisor of Instruction
Paula Lewis	Director of Special Education
Jamie Weddington	Director of Pupil Personnel
Tiffany Felty	Director of District Services
Dale McDowell	Principal, Garrison Elementary
Tim Douglas	Principal, Tollesboro Elementary
Deana Duff	Assistant Principal, Lewis County Middle School
Brenda Box	Principal, Lewis County Middle School
Greg Conway	Principal, Lewis County Central Elementary
Chad Kidwell	Principal, Laurel Elementary
Jack Lykins	Principal, Lewis County High School
Pat Riley	Teacher, Lewis County Middle School
William Maynard	Teacher, Lewis County Middle School
Sherry Lewis	Teacher, Lewis County Middle School
Charity Burriss	Teacher, Lewis County High School
Sara Poeppelman	Teacher, Lewis County High School
Kara Johnson	Teacher, Lewis County High School
Marcia Thomas	Teacher, Lewis County Central Elementary
Ashley Willis	Teacher, Lewis County Central Elementary
Ruby Brown	Teacher, Garrison Elementary
Woody Underwood	Teacher, Garrison Elementary
Tammy Ginn	District-Wide Teacher Coach
Sherry Lewis	Teacher, Lewis County Middle School

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Assurances: Certified Evaluation Plan

The Lewis 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 plan was reviewed by pre and post service educators as well as local KEA representatives and will become fully accountable, effective July 1, 2015.

Training, monitoring, support and oversight shall be assigned to a district CEP contact, either the Superintendent or designee.

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), non-tenured teachers, and tenured teachers on a one-year summative cycle, will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years; in the event that observation results yield an ineffective rating determination, tenured teachers may request multiple observations before a determination is considered final.

Each evaluator will be trained, tested, and approved (locally and by KDE) in the use of the appropriate evaluation techniques and the use of state/local instruments and procedures.

Each person evaluated will have both formative and summative evaluations from 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; summative evaluations and conference records shall be filed with 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 the presence of an 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 this revised evaluation plan as recorded in the minutes of the meeting held May 11, 2015.

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – 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).

With the passage of Senate Bill 1 in 2009, 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.

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. This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators and complied with the Kentucky Department of Education Assurances for Certified School Evaluation Plans (Appendix).

Note: Until such time that a PGES process is approved for district administrators, the superintendent shall utilize the former system and documentation.

Roles and Definitions

1. **Artifact**: A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal**: A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator**: A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel**: A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Evaluatee**: Certified school or district personnel who is being evaluated.
6. **Evaluator**: the primary evaluator as described in KRS 156.557(5)(c)2.
7. **Formative Evaluation**: defined by KRS 156.557(1)(a).
8. **Improvement Plan**: a plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
9. **Job Category**: means a group or class of certified school personnel positions with closely related functions.
10. **Local Contribution**: a rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
11. **Local Formative Growth Measures**: defined by KRS 156.557(1)(b).
12. **Observation**: a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
13. **Observer Certification**: a process of training and ensuring that certified school and district personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers/administrators/"others" for the purposes of evaluation and feedback.

14. Other Professionals: certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. Overall Student Growth Rating: the rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
16. Peer observation: observation and documentation by trained certified school personnel below the level of principal or assistant principal.
17. Performance Criteria: the areas, skills, or outcomes on which certified school personnel are evaluated.
18. Performance Rating: the summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of KAR
19. Principal: a certified school personnel 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.
20. Professional Growth and Effectiveness System: an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
21. Professional Growth Plan: an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school/district resources to accomplish the goals.
22. Professional Practice: the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. Professional Practice Rating: the rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
24. 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.
25. Sources of Evidence: the multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 [8 and 10] of this administrative regulation.
26. State Contribution: the student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the Next Generation Learners goal for principals and assistant principals.
27. Student Growth: defined by KRS 156.557(1)(c).
28. Student Growth Goal: a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
29. Student Growth Percentile: each student's rate of change compared to other students with a similar test score history.
30. Student Voice Survey: the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the [classroom] instructional environment [experience] and professional practice of the teacher or other professional evaluatee.
31. Summative Evaluation: defined by KRS 156.557(1)(d).
32. Teacher: a certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
33. Working Condition(s) Survey Goal: a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.
34. *For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System*

Certified Evaluation Plan Committee

Each year, teachers and administrators are nominated and/or selected to serve as district leadership representatives. This district group is made up of stakeholders from a variety of grade levels and subject areas.

These representatives communicate a variety of information, opinions, and needs both to their school and back to the district committee at large. This group is instrumental in professional learning, county-wide instructional initiatives, and has worked to help develop this evaluation plan. Members of the District Leadership Network, as well as other interested stakeholders, serve on focus committees on an ad hoc basis when an initiative requires further study.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting 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.

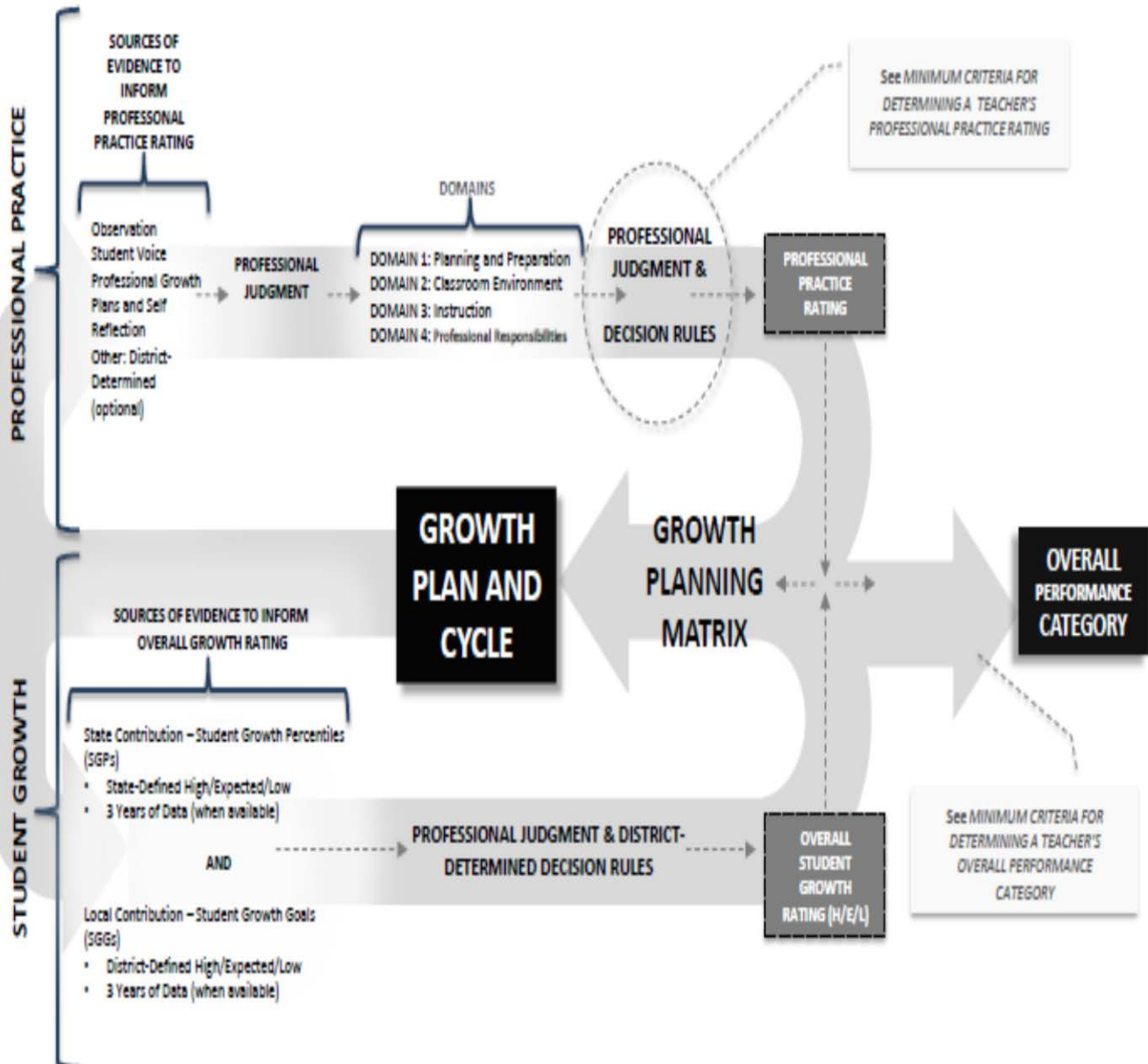
Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)
- Other products of practice may include: 1) Lesson plans, assessments, student work/other measures of student learning; 2) program review artifacts/ contributions; and 3) evidence of professional/collegial work--all to be addressed individually and quantified in post observation or summative conference.

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and recorded State Technology Platform (STP).

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



PGES TIMELINE(Teacher, Other, etc.):

Teachers and other staff play an important role in their own evaluations. As such, they must understand the Professional Growth and Effectiveness System and the tools used within the system to evaluate practice. Teachers will:

Sources of Evidence / Framework 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-Maintaining 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.
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																					
Peer Observation						Observation																

TIMELINE	ACTIVITY	TASK OR DOCUMENT	RESPONSIBILITY OF	
			TEACHER	SUPERVISOR
Annually, within the first 30 calendar days of reporting to work	PGES Orientation	-Evaluation Orientation Meeting -Sign-in documentation	✓	✓
	Professional Growth Planning Process	-Initial Reflection of Practice, STP -Professional Growth Goal	✓	
	Collect baseline data	-Student Growth Goal Setting	✓	
	Analyze Rigor and Comparability of SGG	-Student Growth Goal Rigor and Comparability Rubric Template -Peer Review of SGG	✓	
Annually, within the first 45 calendar days of the first student attendance day or within 45 days of when a new hire reports to work	Evaluation Planning Session (Formative Review) Professional Growth Planning (PGP)	-Initial Reflection of Practice Results -PGP entered in STP (PGP and professional growth strategies and support needed to achieve those goals -Student Growth Goal (SGG) Approval Process	✓	✓
Annually, within 30-45 calendar days after the start of the school year or start of the course	SGG	-SGG entered into STP -Approved within the 30-45 days time window		✓
Within 5 working days of scheduled <u>full</u> and <u>mini</u> observations	Pre-Observation documentation submitted to principal	-Pre-observation form -Lesson Plan	✓	✓
May begin within the first month of the school year but after the evaluation training takes place as determined by educator plan cycle	Observations (as determined by educator plan observation cycle)	Minimum of 4 observations per cycle (1 or 3 years) <ul style="list-style-type: none"> • Minimum of one Full Observation • Minimum of 3 Mini Observation (2 Principal and 1 Peer) 	✓	✓
Within 5 days post observation	Post Observation Conference	-Post Observation Conference Documentation, STP	✓	✓
Within the first 30 school days, (or within 30 days of when a new hire reports to work), submit hard copy to principal within same time frame if reflection in STP cannot be edited; within 10 days of each formal observation; and 10 days of receiving results of Student Voice Survey. Principals will ensure submission in STP by April 15 in the summative year, or by April 30 for personnel not in their summative year of the cycle.	Self-Reflections	-PGP -SGG -Post Observation (as appropriate)	✓	
Annually	Student Voice	-Online	✓	✓
Annually, by April 15 th	Prepare for PGP Formative Review or Summative Review	-SGG data and results -Self-Reflections	✓	
By April 15 th for persons on a one year cycle OR for persons in their summative year of the cycle. By May 15 for individuals not in their summative year.	Formative Review (years 1 and 2 on a 3 year cycle) or Summative Evaluations on all teachers	-PGP Review, annually -Rating annual Student Growth -Rating Overall Student Growth, 3 years of data if available -Rating of Professional Practice, as appropriate to cycle -Determine Overall Performance Category, as appropriate to cycle -Guidance for next year's PGP - Professional Growth Plan And Cycle For Tenured Teachers Matrix -Print all summative reports and submit to CEP contact at central office for inclusion in personnel records	✓	✓

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 evaluatee:

- (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus (i.e. the Kentucky Adapted Framework for Teaching Domains 1-4 and the Initial Reflection on Practice and STP) as aligned with school and district improvement plans;
- (2) collaborates with his or her administrator to develop a professional growth plan and action steps;
- (3) Documents the PGP in STP
- (4) ongoing implementation of the plan;
- (5) regularly reflects on the progress and impact of the plan on his or her professional practice;
- (6) modifies the plan as appropriate;
- (7) continues implementation and ongoing reflection;
- (8) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

PGP Requirements:

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals will document self-reflection and professional growth the district-approved format.

Timeline for Self-Reflection

All teachers and other professionals:

- Will complete their initial self-reflection within 30 working days) after the first student attendance day, (or 30 days after newly hired teachers report to work) each year. (Teachers should print a hard copy of their self-reflection and hand to their principal to evidence initial completion. In addition, teachers will revisit and update self-reflection after the following activities:
- Will reflect on identified areas within ten (10) school days after each observation post conference (mini, peer and full).
- Will reflect within ten (10) school days after receiving results of the student voice survey, no later than the summative conference in the summative year (during a non-summative year, PGP and self reflection will be submitted prior to the end of the school year).
- May reflect more often based on his or her professional decision and/or that of his or her supervisor; however the previous opportunities for self-reflection are the minimum requirement.
- In an evaluatee's summative year, he/she will submit the final self-reflection no later than April 15. (We recommend printing updated self-reflections upon each subsequent reflection, keep one for his/her files, provide required copies to principal, then submit when the evaluation cycle for that year is completed.) For individuals NOT in the summative year of their evaluation cycle, the self-reflection will be submitted by April 30.

Timeline for Professional Growth Planning

All teachers and other professional:

- Will complete their professional growth plan (PGP), and receive principal approval by the 45th calendar day after the first student attendance day each school year (or within that window if hired during the school year).
- Will update or revise as necessary after each of the following events: development of student growth goal and action plan, observations, student voice survey and other times based upon their professional

judgment and/or that of their supervisor. Modifications to the PGP shall be reviewed by the supervisor and evaluatee in order to ensure that they are congruent with the identified need. The observer/supervisor should approve (or request resubmission of) the PGP within ten (10) working days of each update. In cases where a PGP may be revised in April, this revision and feedback must be completed and entered into the district-approved format no later than April 15 of the summative year or by the end of school during a non-summative year.

All certified personnel are required by law to prepare a professional growth plan annually and to revisit it as the need arises for the purposes of review and revision. All professional growth plans will align with the goals and priorities of the school/district improvement plans. It is important to emphasize that professional growth is an ongoing process that will facilitate the progress of the individual toward improving instruction for student achievement. The superintendent's professional growth will be developed and implemented pursuant to KRS 156.111.

All certified employees will develop a Professional Growth Plan **within 45 days from the first student attendance day** each year. The growth plan is to be submitted to and reviewed by the building principal and/or primary evaluator, or, in the case of district employees, the superintendent/designee. The professional growth planning process affords the evaluatee and their immediate supervisor (primary evaluator) an opportunity to discuss, develop, and ultimately agree upon a professional growth plan aligned with specific goals and objectives of the school or district improvement plans. A well-developed professional growth plan guides the evaluation process leading to enhanced performance on the part of the employee.

Depending on the requirements within a teacher's evaluation cycle, the annually set PGP goals and activities can be 1) self-directed or 2) directed as defined in the following chart:

Level 1: Self-Directed Professional Growth Plan (3 year cycle)			
Low SGG Rating with Accomplished or Exemplary Professional Practice Rating	Expected SGG Rating with Developing Professional Practice Rating	High SGG Rating with Developing Professional Practice Rating	Expected or High SGG Rating with Accomplished or Exemplary Professional Practice Rating
<ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low student growth outcome • Formative review annually 	<ul style="list-style-type: none"> • Goals set by educator with evaluator input; • One goal must address low performance or outcomes • Plan activities designed by educator with evaluator input. • Formative Review annually 	<ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 	<ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually
Level 2: One-Year Cycle Directed Professional Growth Plan		Level 3: Up to 12-Month Improvement Plan	
Low SGG Rating with Developing Professional Practice Rating Or, Expected or High SGG Rating with Ineffective Professional Practice Rating		Low SGG Rating with Ineffective Professional Practice Rating	
<ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 		<ul style="list-style-type: none"> • Goal determined by evaluator • Focus on low performance area • Summative at end of plan 	

OBSERVATION

Observations may begin after the evaluation training takes place within the first 30 calendar days of the school year.

The observation process is one source of evidence to determine professional effectiveness that includes supervisor and peer observations for each certified evaluatee. Both peer and supervisor observations will use the same instruments. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

The supervisor observations will provide *documentation and feedback* to measure the effectiveness of a professional's practice. Only the supervisor observation will be used to inform a summative rating.

Peer observation will only be used for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings will be given by the peer observer; feedback from peer observers is entered into STP and only shared with the principal with teacher permission.

KTIP Teacher Observations will be conducted according to criteria set forth by EPSB.

Observation Model: 3 SUPERVISOR OBSERVATIONS & 1 PEER OBSERVATION

The evaluation process will meet or exceed the following minimum criteria:

- Four (4) observations in the summative cycle as determined by the length of the teacher's evaluation cycle (one year or three years to consist of a minimum of 3 observations conducted by the supervisor/designee (2 minis and 1 full), and 1 observation conducted by the peer.
- The required peer observation must occur in the final year of the summative cycle (mini).
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented. This will preferably occur via the state STP or may occur via a locally-approved system. Observers and peer observers shall maintain documentation of all steps and actions throughout the evaluation process. Documentation must be maintained either in local/state approved paper form (including forms from the appendix, Word, Excel, etc. documents) or entry into the state-approved technology platform. In the case of the summative evaluation, the summative evaluation must be entered into the state-approved technology platform and a paper copy (signed and dated) must be submitted to the district CEP contact.

All observation types are formal observations defined as follows: A full observation consists of a full class or lesson observation scheduled and conducted by the supervisor. **Mini-observations** are shorter sessions, approximately 20-30 minutes each. The observer will make note of the components observed in order to identify "look for's" in the next mini or full observation session, scheduled and conducted by the peer observer and supervisor.

OBSERVATION CONFERENCING

Conferencing is a critical component of the Teacher Professional Growth and Effectiveness System (TPGES). Engaging in rich, targeted conversations before and after an observation are essential steps in creating a culture of professional inquiry designed to improve teaching and learning. Teachers and observers will adhere to the following observation conferencing protocols:

1. Prior to all observations and within 5 working days, a pre-observation lesson plan and pre-observation conference form will be submitted to the supervisor or peer observer. Appendix: Lewis County Pre-Observation Conference Document.
2. In order to provide meaningful, timely feedback, post-conferences must take place within one week (5 working days) of each observation.
 - Post-observation conferencing after a mini observation may focus on a particular domain/component within the Framework for Teaching that provides "look fors" for the next walkthrough or mini-observation.
 - The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Observation Schedule (Determined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS)

One Year Educator Plan Schedule (Non-tenured teachers, tenured teachers identified by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS to be on a one year cycle and Other Professionals who meet a one year timeline requirement).

First Semester Observation Schedule: Two observations will be conducted in the first semester (will occur after the evaluation training and orientation occur (see TPGES timeline chart)), 1 mini by the supervisor, and 1 mini by the peer, and completed by December 20th).

Second Semester Observation Schedule: The final two observations will be conducted from January 1st through April 1st. The minimum required full observation must be the final observation.

Three Year Educator Plan Schedule (as defined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS).

The observation schedule for teachers on a three-year PGP may follow either of the following options:

1. Observers may follow the same schedule as the One Year Educator Plan Schedule in the summative year of the 3 year cycle.
2. Observers may consider a flexible schedule allowing for observations to be conducted throughout the three year summative cycle as long as the identified requirements are met:
 - Observations may begin after the evaluation training takes place within the first 30 calendar days of employment. Principals shall develop and track required observations to ensure they are within regulated timelines, and shall be updated annually and shall be submitted to the district contact by September 15 each school year.
 - In the first year of the cycle, the principal does a minimum of one mini-observation, (no later than April 30).
 - In the second year of the cycle, the principal does a minimum of one mini-observation (no later than April 30).
 - The peer observation must be conducted by March 1 in the final year of the summative cycle.
 - The final observation must be a full observation, conducted by principal or supervisor, and be completed by April 1 in the last year of the summative cycle.
 - The summative evaluation conference shall be held at the end of the summative cycle. (All data entered into STP by April 15).

LATE HIRES/ABSENTEEISM

- Any one-year cycle teacher hired before the 60th day of instruction will have all observations conducted (see observation schedule).
- A supervisor or designee may eliminate one of the required observations on a teacher who begins work after the 60th day of instruction.
- If a teacher misses 60 consecutive school days throughout the year the supervisor may eliminate one mini observation.
- Any teacher hired that will be placed directly into a three-year cycle must meet the observation schedule outlined in the previous section and be included in subsequent evaluation tracking documents.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- Prior to all observations, a pre-observation lesson plan and pre-observation conference form will be submitted, at least the day prior to the scheduled observation, to the supervisor or peer observer at least one day prior to the observation . Appendix: Pre-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.
- Post-conferences must be face to face and must take place within 5 working days of each observation.
- Post-conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. Appendix: Post-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.
- Post-observation conferencing, after a mini observation, may target particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.

- The summative evaluation conference shall be held at the end of the summative evaluation cycle (prior to April 15th).

OBSERVER CERTIFICATION

To ensure consistency of observations, all administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

(KDE Approved Proficiency Observation Training). Upon certification of proficiency, evaluators may begin formal observations. The system allows observers to develop a deep understanding of how the first four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are 3 sections of the proficiency system:

1. Framework for Teaching Observer Training
2. Framework for Teaching Scoring Practice
3. Framework for Teaching Proficiency Assessment

The Required Cycle for Observation Certification

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	Re-certification

Supervisors or district-assigned designees who have passed the proficiency assessment can conduct formal 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 Lewis County School District will provide the support needed to ensure supervisors learn how to accurately assess classroom observations through scaffolded professional learning opportunities. Initial support to ensure success prior to the first administration of the assessment will be provided through:

- The supervisor will be assigned a mentor through the district office (who shall be currently certified through the process);
- The mentor will provide guidance and support as requested (it is NOT permissible for the mentor to participate in the examination of the supervisor);
- The mentor will review assessment results with the supervisor and target areas of weakness, providing support for the appropriate identified areas.

Should the situation occur where a supervisor fails the proficiency assessment for a second time and is subsequently unable to access the system, the following supports shall be provided:

- The supervisor will be assigned a mentor through the district office (who shall be currently certified through the process);
- The mentor will review all previous assessment results with the supervisor and will target areas of weakness, providing support for the appropriate areas;
- The mentor will ensure that the supervisor repeats all necessary training and will seek additional opportunities for training before any further assessment is given;
- The mentor will participate with the supervisor during any practice assessments or targeted training opportunities;
- The mentor will recommend re-testing for certification (once the system is re-opened) only after, in his/her professional judgment, the supervisor is prepared to pass the assessment;
- Should the supervisor fail to become certified after this support, the superintendent shall determine a further course of action in regard to the supervisor’s failure to pass the assessment.

Lewis County teachers will have access to certified observers for observations and feedback in cases where their immediate supervisor is not certified through the proficiency system and therefore unable to conduct the observation. District-level personnel or principals from another building (certified through the proficiency system) and designated by the superintendent, will conduct the observation with the principal, modeling the process and providing mentorship of the proficiency system for the supervisor). In cases where the supervisor is not certified through the proficiency system, observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor

participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances).

In cases of hardship or situations where the caseload is determined to need support from an outside source, an evaluator from the district office or another school may complete observations and evaluations without the participation of the immediate supervisor. Any such case will be reviewed individually and the approval of added support or action will be determined by the superintendent.

OBSERVER CALIBRATION

Because observers may tend to experience “drift” in rating accuracy, the district will ensure that observer calibration during years two and three of the Observer Certification process based on the department approved platform be completed (see chart under *Observer Certification*).

The following process shall be used in calibration of observers:

- (1) All observers will participate in calibration using a KDE approved platform.
- (2) All building level supervisors must complete recalibration by August 15 or by the end of the second full week of the school year. (Calibration licenses, calibration windows, and subsequent results will be monitored by the superintendent or designee). If by August 15 or by the end of the second full week of the school year the observer is not KDE certified or recalibrated, plans for district-support and teacher evaluations shall be employed. Newly-hired administrators must complete calibration by the 30th day of their reporting to work.
- (3) Successful completion of calibration is determined by obtaining a score of “Demonstrated Accuracy”.
- (4) Any supervisor who scores “Needs Practice” or “Needs Remediation” will be assigned a mentor and have a two week window to successfully complete the calibration (those who earn a “Needs Practice” rating may continue conducting observations until re-testing and reaching “Demonstrated Accuracy”; anyone who scores “Needs Remediation” will receive district support and MAY NOT conduct observations until re-testing and achieving a “Demonstrated Accuracy” rating).

OBSERVER RECERTIFICATION

All evaluators will be recertified via KDE approved recertification (and obtain the required certificate) for their fourth year to maintain evaluation certification. Certification and recertification are to be completed by July 1. In cases where new administrators are hired, those observers are to be certified within thirty (30) days of hiring. Individuals who fail to recertify shall be assigned the same supports as for certification.

PEER OBSERVATION

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

Required:

- All Peer Observers will complete the state-recommended training once every three (3) years.
- All teachers and other professionals will receive a peer observation in the summative year of their evaluation cycle.
- The Lewis County School District will ensure that all Peer Observers have completed the online peer observer training before the end of the second academic month and before any peer observation is completed.
- No peer observer may complete more than four peer observations in a school year.
- All required observations must be entered into the district-approved format.

Principals will choose certified teachers or other professionals to serve as Peer Observers; this list will be sent to the district-CEP contact. (This process must be completed by the 30th working day of each school year.)

The principal will assign peer observers for teachers and other professionals. Peer observer caseloads will be fair and equitable, with no more than 4 teachers assigned per peer observer. (In the instance that a teacher scheduled to be observed requests another peer observer to not be assigned, the principal should provide an alternative observer when possible).

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. (The oversight of the SVS will be conducted by a district point of contact, i.e. a district administrator as designated by the superintendent). The results of the survey will be included as a source of data to inform each teacher (or other) professional practice rating. All student voice data collected after the previous summative year rating will be considered as a source of evidence. To ensure fidelity of implementation and comparability of results, the Student Voice Survey will be administered using the following process.

Required

- The Student Voice Survey shall be administered during the state specified window.
- 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 who have been enrolled in the class a minimum of 15 days.
- The superintendent's designee/point of contact will be responsible for ensuring that building principals oversee and administer the Student Voice Survey.
- Lewis County School District will implement the Student Voice Survey in a consistent manner for all teachers in the district with a minimum of one section per eligible teacher.
- Building principals will determine the section(s) participating in the Student Voice Survey. The rules for selection must be applied in a consistent manner to the entire school. For example; the principal would determine that the survey will be administered during the second period class.
- All participating teachers who do not have a class during the designated period would give the survey during another period designated by the building student voice survey coordinator. For example, all participating teachers who did not have a third period class could give the survey to their fourth period class on the same day. For this reason, some students may take the survey more than once.
- In compliance with the Kentucky Department of Education's data use policy, only survey items meeting the minimum of 10 recorded responses or more, will be included in the data set for a given teacher. This is to protect student privacy in accordance with the Kentucky Department of Education's data use policy.
- For classes that are participating in the survey, only students whose parents return the signed letter will be exempt from the survey. The *percentage* of a teacher's students who respond is not a factor; no minimum percentage is required.
- For teachers who work in collaborative classrooms, there are several scenarios on how their students may be surveyed, providing students have been engaged in the teacher's instruction for no less than 15 classroom days and within the last 15 calendar days. One example might be in a collaborative classroom, the principal might choose for one of the collaborating teachers to have their students take the survey during another period when that teacher is the only teacher in the class.
- Music, art and other teachers of non-assessed classes who have class sizes greater than 10 will participate in the administration of the Student Voice Survey.
- All teachers must participate in the student voice survey. For teachers with fewer than 10 students, classes may be combined or available results considered, as agreed upon by the teacher and evaluator.
- A teacher who has students in more than one category of survey questions (Grades 3-5, 6-12) will determine only one level of survey to administer to all students in that section. This information must be communicated to the district IC person who will make the appropriate designation in Infinite Campus.
- Students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. [Guidance from individual student's IEP or 504 plans will ensure the survey is implemented with fidelity and student responses are confidential, regardless of the modification or additional supports required.]
- In the case that a teacher does not have a sufficient roster size to participate in the survey (minimum of 10), course sections can be combined, so long as the teacher works with both.
- 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 (see appendix).

Student Growth

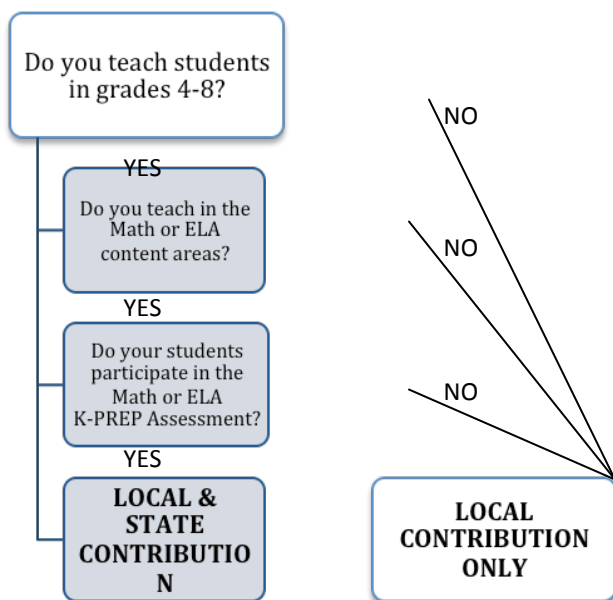
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution only pertains to teachers in the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP).

The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

The following graphic provides a roadmap for determining which teachers receive which contributions:



State Contribution – Median Student Growth Percentiles (MSGP) – (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 rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 Math and ELA classes. 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) –All teachers and Other Professionals

The local contribution for the student growth measure is a rating based on the degree to which a teacher or other professional 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 and other professionals will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher or other professional 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; appropriate grade level standards or job responsibilities

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 6th grade science classrooms, 3rd 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.

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.

Teacher Professional Growth and Effectiveness System & Others Professional Growth and Effectiveness System

The following categories have been identified by KDE as Other Professionals:

- Library Media Specialist
- Therapeutic Specialist/Speech
- School Guidance Counselor
- School Psychologist
- School Instructional Specialist/Coach

Other Professionals who work with classes of students on a daily, weekly, or other recurring schedule must follow the protocols of the TPGES Student Growth.

Other Professionals who are in a role that does not work with students on a regular basis or are administrative in nature will follow the OPGES Student Growth Guidance.

TPGES Student Growth Goal Criteria

Required

- Teachers will write a student growth goal based on the following criteria
- The SGG should be congruent with appropriate grade level and content area standards for which it is 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.

- Within the first 25% of the instructional days of the start of school or course (e.g. if a teacher has students for a nine weeks course that lasts 45 days then their student growth goal needs to be completed by the 12th day of instruction. If a teacher has students one day a week for 36 weeks then their goals must be completed by the 10th instructional session with the class.
- All teachers will develop a minimum of one student growth goal (SGG) as directed below:
 - identify an area of need based on baseline data of current students aligned to content standards or job-specific duties
 - develop one student growth goal (SGG) anchored in baseline data that should include:
 1. a growth target – describe the growth target set for 100% of the students
 2. a proficiency target - identify goal for the percentage of students to reach proficiency
 - 1. self-assess the SGG using the SGG Rigor and Comparability Rubric (see Appendix)
 - determine that the SGG fits the “acceptable” criteria of rigor
 - determine that the SGG fits the “acceptable” criteria for comparability
 - 2. conduct peer review of SGG using the SGG Rigor and Comparability Rubric (see Appendix)
 - determine that the SGG fits the “acceptable” criteria of rigor
 - determine that the SGG fits the “acceptable” criteria for comparability
- Once rubric and peer review protocol have been applied to the SGG, it will be submitted to the principal for approval.
- Principals will approve or request revisions to SGGs
- Throughout the duration of the SGG, the teacher:
 - provides a variety of opportunities for students to demonstrate understanding of the content and their progress (rubrics, scoring guides, specific feedback etc.)

- analyze assessments that evidence student growth throughout the interval of instruction
- assesses student attainment of SGG a minimum of three times (pre, mid-course and post)
- Meet with supervisor to determine annual student growth by April 15th of each year.

DETERMINING GROWTH FOR A SINGLE STUDENT GROWTH GOAL

Teachers will maintain records of relevant data contributing to student growth goals. Data may include, but not limited to, classroom assessments, benchmark assessments, projects, writings, etc. The teacher and supervisor will look at assessments and data collected to determine the growth rating.

Measures in Determining Student Growth Rating as Low, Expected, or High

Local Student Growth Goal Rating will be determined using the following guidelines

Growth portion of the goal

HIGH: Teacher has 90-100% of students meeting the growth portion of the goal

EXPECTED: Teacher has 80 to less than 90% of students meeting the growth portion of the goal

LOW: Teacher has less than 80% of their students meet the growth portion of the goal

In a situation where a teacher has students who show no growth or who regress, this may result in a supervisor-directed professional growth plan.

Proficiency portion of the goal

EXPECTED: Teacher's number of students meeting this goal is within a +/- 10% range of the proficiency goal

HIGH: Teacher's number of students meeting proficiency exceeds their goal by more than 10%

LOW: Teacher's number of students meeting proficiency is more than 10% below the proficiency goal

OVERALL STUDENT GROWTH RATING				
GROWTH RATING	HIGH	<i>Expected</i>	<i>High</i>	<i>High</i>
	EXPECTED	<i>Expected</i>	<i>Expected</i>	<i>High</i>
	LOW	<i>Low</i>	<i>Expected</i>	<i>Expected</i>
		LOW	EXPECTED	HIGH
PROFICIENCY RATING				

****If a goal is approved that only contains a growth portion or only a proficiency portion then that rating will stand as the overall rating.**

****If a teacher or other professional is in a class/grade level that does not have K-Prep data contributing to their overall goal, this rating WILL constitute their overall growth rating for that year.**

****In an instance where the supervisor provides a rating that is not consistent with the chart; a rationale shall be written and submitted for approval to the district CEP contact/superintendent/designee.**

OPGES Student Growth Goal: Local Contribution – Based on School Need

Required

- Develop a minimum of one local goal for student growth and is based on school need.
- The SGG is aligned to the job expectations of the professional.
- Other professionals will use relevant data at various levels (classroom, grade level, school-wide, etc.) in order to target an area of need.
- Upon completion of writing the goal, other professionals will develop their own benchmarks for determining goal attainment. See chart below.
- Goals and benchmark measures must be approved by the supervisor.

OTHER PROFESSIONALS STUDENT GROWTH GOAL (As evidenced from OPGES SGG)			
Other Professionals Student Growth Goal			
Student Growth Goal	Low Growth	Expected Growth	High Growth
_____ %	Below _____ %	____% - ____ %	Above _____ %

****In an instance where the supervisor provides a rating that is not consistent with the chart; a rationale shall be written and submitted for approval to the district CEP contact/superintendent/designee.**

If a teacher has BOTH K-Prep and local data they shall follow the below guidance:

- The local goal will account for 70% of rating
- The state goal will account for 30% of rating
 - If a teacher has more than one SGMP attributed to them then an average combination of the two will be utilized for the SGMP portion. (Commonly pertains to self-contained 4th and 5th grade)

Ratings will be converted to numerical value: High = 3; Expected = 2; Low = 1

These ratings will then be calculated to determine the yearly growth rating for teachers with local and state growth goals.

The formula below shall be used to determine (in conjunction with the rating chart below) the final SGR:

$$(\text{Local Goal} \times .70) + (\text{State Goal} \times .30) = \text{Yearly Growth Rating}$$

This measure will then be applied to the following chart to determine final rating

Scale	Rating
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	Low

Products of Practice/Other Sources of Evidence

Teachers and other professionals may provide additional evidences to support assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the domains. Required products of practice are:

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans
- lesson plans, assessments and other measures of student work (referenced in STP)
- program review artifacts and level of contribution (referenced in ASSIST)
- evidence of professional/collegial work or contributions (posting grades, attendance, participation in, and attendance at, professional learning, grade/team/department meetings, faculty meetings)

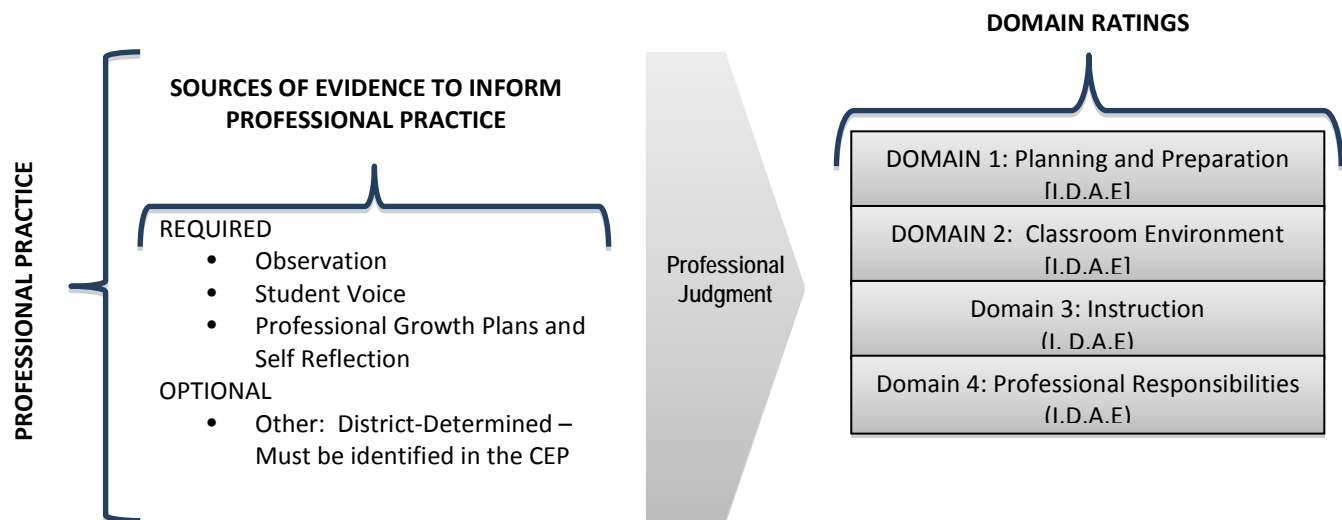
DETERMINING THE OVERALL PERFORMANCE CATEGORY

Evaluators/supervisors are responsible for determining an Overall Performance Category for each teacher and other professional at the conclusion of his/her summative evaluation cycle. 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. What follows is a description of each component used to inform the Overall Performance Category.

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. Evaluators 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.



Rating Professional Practice

- Provide a summative rating for each domain based on evidence.

- All ratings must be recorded in STP/STP or other approved platform.

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.
- Use Local Student Growth Goal instrument to determine overall Student Growth Rating.
- Apply State Overall Decision Rules for determining educator’s Overall Performance Category.

First, Determine Educator’s Professional Practice Rating by applying the following criteria:

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S PROFESSIONAL PRACTICE RATING	
IF . . .	THEN . . .
Domains 2 AND 3 rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domain 2 OR 3 rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domain 2 OR 3 rated DEVELOPING	Professional Practice Rating Shall NOT be EXEMPLARY
Domain 1 OR 4 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

Second, use the overall Student Growth Rating.

MINIMUM CRITERIA FOR DETERMING AN EDUCATOR’S OVERALL STUDENT GROWTH RATING (AS DEFINED UNDER OVERALL STUDENT GROWTH RATING)	
HIGH	2.5 – 3.0
EXPECTED	1.5 – 2.49
LOW	1.0 – 1.49

(The corresponding numbers from the column on the right will be used when a cycle includes more than one year of growth to be considered in the growth rating.)

Third, apply State Overall Decision Rules for determining educator’s Overall Performance Category.

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH TREND RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	DEVELOPING
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 and other professionals, when applicable, determine the type of Professional Growth Plan and the length of the summative cycle. **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS** determines the evaluation cycle for **tenured teachers**. **Non-tenured teachers** will be evaluated using the same matrix, except for duration of plan which will be annually, and growth plans determined. **PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS** details the type and length of the plan based on chart that follows.

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 that follows:

For example, in determining the ‘**PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS**’ if a teacher is ranked as developing in performance (The Professional Practice Rating) and has low student growth (Student Growth Trend Rating) the result is a One Year Cycle Directed Growth Plan as determined by the matrix.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS

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

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. The Appeals Panel may require written statements or other documentation by either or both parties to be submitted prior to a proceeding so that the statements or documentation may be reviewed by members of the Appeals Panel prior to the hearing. Copies of the documentation will be available to all parties on the day before the hearing. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings or during review by individual Panel members. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel and distributed to all parties shall be returned to the Appeals Panel Chairperson at the conclusion of the hearing.
2. The Panel will meet in advance of the hearing, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator(s) of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative for either or both parties, as well as the Panel, may be present during the hearing.
5. The Appeals Panel may require that the hearing will be recorded and a copy shall be provided to either or both parties if requested in writing. The original recording will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator(s), legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Panel member (or alternate) appointed by the Board shall serve as the Chairperson of the Appeals Panel. The hearing shall be under the direction of and shall be conducted by the Appeals Panel Chairperson. The Chairperson will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Alternate members of the Appeals Panel shall serve at the direction of the Chairperson.
3. Each party will be allowed to make a statement of claim. The order of the proceeding shall be as follows:
 - a. The evaluatee's position shall be presented first, followed by that of the evaluator(s).
 - b. Questioning shall be conducted by members of the Appeals Panel. Clarifications raised by either party may be addressed by the Panel.
 - c. Summarizing statements, clarifications or questions (if desired) by both parties shall follow in the same order as above.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not presented to the Panel as provided in this procedure.
5. Each party (evaluator(s) and evaluatee) will be asked to make closing remarks.
6. The Chairperson of the Panel will make closing remarks.
7. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
8. The Chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
9. The Superintendent may take appropriate action consistent with the Panel's decision.
10. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
11. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

APPEALS PANEL

The District shall establish a panel to hear appeals from summative evaluations as required by law.¹

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

TERMS

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

CHAIRPERSON

The chairperson of the panel shall be the certified employee appointed by the Board.

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her.

Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

CONFLICTS OF INTEREST

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

HEARING PANEL

The panel shall hold necessary hearings. The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

SUPERINTENDENT

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

HEARING PROCEDURES

The evaluation committee shall develop necessary procedures for conducting the hearing.

REVISIONS

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM – PRINCIPAL AND ASSISTANT PRINCIPAL

SOURCES OF EVIDENCE/Framework for Principal/Assistant Principal Alignment

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism	
		Standards	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.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive and safe school climate for all stakeholders.	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	Observation; District identified Evidence (conferences)	Observation		District Identified Evidence (conferences)			
	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-Ed 360 Survey	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		

Principal Professional Growth and Effectiveness System Timeline

TIMELINE	ACTIVITY	TASK OR DOCUMENT	RESPONSIBILITY OF		
			Principal	Asst Prin	Evaluator
By August 15 (or within 45 days of hiring when administrator is hired during the school year)	-Superintendent /designee review expectations of PPGES -Complete self-reflection -Develop working conditions goal when applicable	-PGP Part A: Initial Reflection of Practice (fulfills the 30 day requirement for evaluation in STP) -Review Working Conditions 2-Year Goal	✓	✓	✓
Fall	-Site Visit Within 10 days after the public release of state accountability data: -Professional Growth Planning (PGP) -Student Growth Goals (state and local) -Principal and Superintendent / Designee collaboratively develop Professional Growth Goal and local Student Growth Goal -Assistant Principal inherits goals determined by Principal's PGP -Principal and Superintendent /designee collaboratively set State SGG -Assistant Principal develops their own Professional Growth Plan	-Observation / Site Visit Form -State Contribution - Student Growth Goal -CSIP -ASSIST -Local Student Growth Goal	✓	✓	✓
Spring	-Teachers, principals and superintendents complete VAL-ED or TELL KENTUCKY Survey	-Complete working conditions and principal effectiveness surveys	✓		✓
By May 15	-Superintendents conduct observation / site visit -End-of-Year Review : - PGP (PGG) -Student Growth Goals -WCG (formative mid-point review or summative findings) - Other Products of Practice documentation	-Observation/ Site Visit Form -Student Academic Growth Goal Setting Form -STP Reflective Practice and Professional Growth Planning -Rating Overall Professional Practice, STP -Rating Overall Student Growth, STP -Principal Growth Planning Using the Overall Performance Category and Student Growth Trend Data	✓		✓
By May 15	Principal end of year review of Assistant Principal's PGP -SGG (local) -WCG -Other Products of Practice	-Rating Overall Professional Practice -Rating Overall Student Growth -Determining Overall Performance Category -Principal Growth Planning Using the Overall Performance Category and Student Growth Trend Data	✓	✓	

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.

SECTION 1: ROLES AND DEFINITIONS

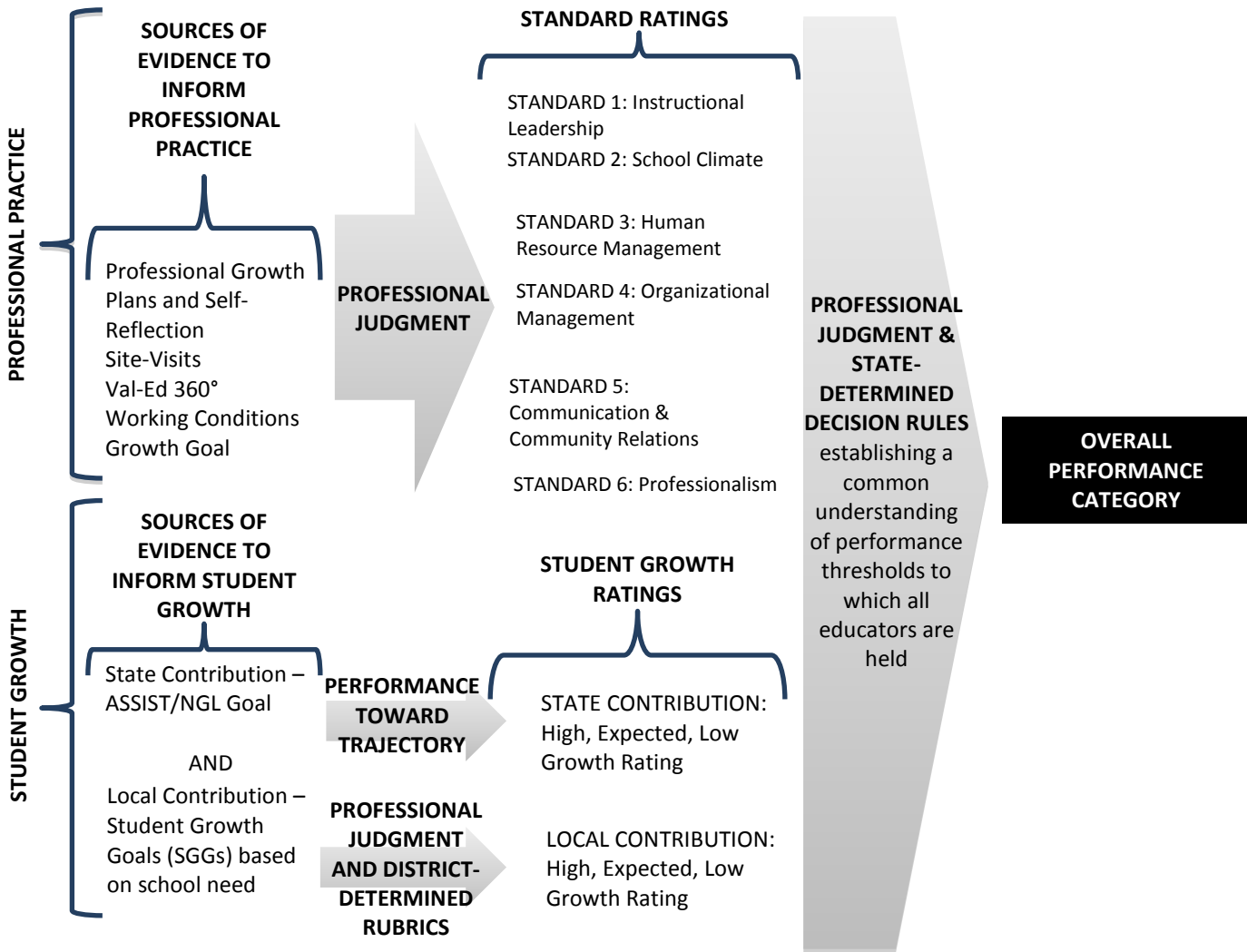
1. **Administrator:** The educator who has executive authority for a school
2. **Evaluator:** School/District Personnel with appropriate certification and district-level position who is able to estimate quality of work based on evaluation criteria approved by the district
3. **Evaluatee:** District/School personnel that is being evaluated
4. **Professional Growth Plan:** A plan that is focused to either grow or hone professional practices and leadership skills; built in consultation with those having first-hand knowledge of the principal's needs and strengths
5. **Self-Reflection:** A process by which principals assess the effectiveness of their instructional leadership, school climate, human resource management, organizational management, communication & community relations and professionalism for the purpose of self-improvement
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. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
7. **TELL Kentucky:** A working conditions/perception survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

PPGES TIMELINE PRINCIPAL RESPONSIBILITIES:

Principals and Assistant Principals play an important role in their own evaluations. As such, they must understand the 1) Principal Professional Growth and Effectiveness System, 2) Principal Performance Standards and the tools used within the system to evaluate practice.

SYSTEM COMPONENTS – SYSTEM 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:

1. Instructional Leadership
2. School Climate
3. Human Resource Management
4. Organizational Management
5. Communication & Community Relations
6. Professionalism

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
 - Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.
- Other Sources (e.g. surveys)

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

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. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

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

- 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.

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. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.

Reflective practices and professional growth planning are iterative processes. The principal/assistant principal:

- (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 supervisor 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 Timeline for PGP Development, Approval and Self-Reflection

-Principals/assistant principals will complete a self-reflection, then meet and work with their evaluators during scheduled group leadership sessions to develop preliminary student growth goals (state and local), working conditions goals, and professional growth goals. Once preliminary goal setting is complete, building administrators will work with their evaluators to develop a preliminary pgp. Timelines (see below) will be communicated and used to schedule further leadership support as necessary. Individuals who are hired late have 30 calendar days from the date of hire to self-reflect, develop preliminary local and working conditions goals, and draft initial PGP. (Their assigned evaluator will schedule individual meetings as needed to provide support). They will have an additional 10 calendar days for revision and to submit to evaluator for initial approval. All timelines after this point will be the same as other principals/assistants).

By August 15, principals and assistant principals will finalize local student growth needs and working conditions goal; furthermore,

-Within 10 working days of the public release of state accountability data, principals/assistant principals will meet with their evaluator to collaboratively reflect again, and determine the state SGG and review/revise the PGP. Principal/assistant principal evaluators will approve all growth goals and PGP by October 15.

-In addition to the scheduled dates above, evaluators will meet with principals/assistants by December 20, and March 15 to monitor progress or attainment of growth goals and PGP. (Prior to these meetings, principals/assistants will self-reflect).

-By April 15th of each year evaluators will meet with principals/assistants to ensure the completion of a summative reflection on the degree of professional growth goal attainment and the implications for next steps.

SITE-VISITS (conducted at least twice a year)

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

Site visits are a method by which the superintendent/designee may gain insight into the principals' practice in relation to the Principal Performance Standards. During a site visit, the superintendent/designee will shadow/observe the principal as he/she conducts the day. Principals will have the opportunity to provide documentation they would like to submit for consideration as principal standards are examined and evaluated.

discuss various aspects of the job with the principal, and will use the principal's responses to determine issues they would like to further explore with the principal's faculty and staff. Additionally, the principal is provided an opportunity to explain the successes and trials the school community has experienced in relation to school improvement. Site visits are conducted by the superintendent or designee. Engaging in rich, targeted conversations after a site-visit is an essential step in creating a culture of professional inquiry designed to improve professional practice.

Timeline for Site Visits Conducted Annually

The superintendent or designee shall utilize the site visit form during the walk through to organize the time spent with the principal around the performance standards.

First Semester Site Visit Schedule:

- One site visit will be conducted in the fall semester of each year. For principals who begin work after November 1, no first semester site visit shall occur.

Second Semester Site Visit Schedule:

- The final site visit will be conducted by April 15. In cases where a principal begins work after March 1, no second semester site visit shall occur.

Post conferencing will occur within 5 working days of the site-visit

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.

- The Superintendent/designee will be responsible for overseeing and administering the Val-Ed 360°.
- The Superintendent/designee will ensure all teachers and appropriate administrative staff are provided training on the completion of Val-Ed 360°.
- The Superintendent/designee will ensure that all Val-Ed 360° survey letters are distributed prior to or at the beginning of the administration window in the spring of the alternating year that The TELL Kentucky survey is administered.
- Conducted at least once every two years in the school year that TELL Kentucky is not administered.
- The Superintendent/designee will ensure that results from the Val-Ed 360° are used to inform principal growth and that the results are connected to the Principal Performance Standards. The intended use of Val-Ed 360° results is to inform and develop Principal Professional Growth Planning, Mid-Year Review, Site-Visit conferencing, Working Conditions Growth Goal support, etc.
- The Superintendent/designee will ensure that results from the Val-Ed 360° will only be available to the principal and the superintendent/designee.
- All principals, including late hires, will participate in the VAL-ED assessment; however, data generated from the surveys of principals who begin work after October 1 of the survey year, should be reviewed carefully in conferencing and be utilized for the informing of professional practice (taking into consideration the shortened work period).

Working Conditions Goal (Goal inherited by Assistant Principal)

Connecting perception survey data to principal performance involves building the capacity for principals and their superintendents to interpret and use perception survey data to set a target goal for Working Conditions improvement that connects to the Principal Performance Standards and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent state-approved perception survey.

WORKING CONDITIONS GOAL REQUIRED:

- Working Condition Growth Goal developed following the completion of the state-approved perception survey.
- A minimum of one Working Condition Goal for each 2-year period.

The 2-year Working Conditions Growth Goal, based on the most recent perception survey, shall be targeted to the appropriate Principal Performance Standard.

Following a review of perception survey results, the principal, in collaboration with the superintendent/designee, will:

- identify questions that signify areas for growth that the principal can address that will impact school culture and ultimately student success.

The principal will:

- Connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.
- The WC Growth Goal statement shall be completed and submitted to the superintendent/designee by August 15 (for late hires, goal setting and communication with superintendent/designee will have been completed and documented in STP within 30 calendar days of reporting to work), and should be specific to the school results

(TELL), or principal behaviors (Val Ed), and identify the specific growth that the principal plans to accomplish in the 2-year cycle of the perception survey.

- The mid-point review with the superintendent/evaluator on the progress toward meeting the goal, will be conducted in the month of July following the most recent survey results. As a result of this review, principals shall adjust working condition goal strategies, and as indicated above, revised/updated goals will be submitted to superintendent/designee by August 15, or 30 calendar days of reporting to work for late hires.

The Working Conditions Goal is established in collaboration with the superintendent/designee by setting the WC Growth Goal based on identified question(s) from the survey. The identified working conditions goal would set a goal of increase from the survey results to an anticipated growth percent over the two-year period. An “Expected” result is the expected outcome from the goal. To achieve “High” the goal must be exceeded. A mid-point review shall be conducted with the superintendent/designee based on informal conversations that provide feedback on the progress of meeting the Working Conditions Goal during a site visit. Documentation of the principal’s growth goals will be evidenced through the Principal Professional Growth Plan (appendix).

PRINCIPAL’S WORKING CONDITIONS GROWTH GOAL (As evidenced from Principal PGP)			
<i>(Two Year Goal Based on perception survey results)</i>			
WORKING CONDITIONS GROWTH GOAL RUBRIC			
WC Growth Goal	Low Growth	Expected Growth	High Growth
____ %	Below ____ % Below baseline data set by survey item	____% - ____ %	Above____ % or exceeds 90% agreement
WORKING CONDITIONS GOAL ACTION PLAN			
Working Conditions	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

PRODUCTS OF PRACTICE/OTHER SOURCES OF EVIDENCE

Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.

- 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
- Others: as agreed upon by supervisor and principal

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 SGGs (both state and local contributions) of the Principal.

STATE CONTRIBUTION – ASSIST/Next Generation Learners (NGL) Goal Based on Delivery Targets and the Trajectory (Goal inherited by Assistant Principal)

Required:

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

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 school report card reports trajectory data under the Delivery Target Tab and also through the link to School Trend data. The superintendent/designee 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. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address the following student growth goals and objectives:

- 1) decreasing achievement gaps between disaggregated groups of students
- 2) increasing the average combined reading and math K-PREP
- 3) increasing the percentage of College and Career Ready students
- 4) increasing the cohort graduation rate. graduation

LOCAL CONTRIBUTION – Based on School Need (Goal inherited by Assistant Principal) as evidenced by Principal Professional Growth and Effectiveness System Professional Growth Planning.

Required: Based on Gap population unless State goal is based on Gap population.

Principals will develop a minimum of one local student growth goal based on school need that may be developed to parallel the State Contribution or it may be developed with a different focus. Once selection is complete, principal will develop a goal following the guidance of the Lewis County SGG Rigor Rubric to determine that the SGG is rigorous and realistic for the current school year. The goal should be:

- based on local assessment measures
- based on actions that can be taken by the principal to impact results as opposed to actions that can be assigned by the principal to teachers
- connected to other school/district initiatives where appropriate

Rubric for Determining High, Expected or Low Growth with Local and State SGG

Determining the high, expected, or low growth for the principal’s student growth goals will be based on the following information:

High: Exceeding the student growth goal target

Expected Growth: Growth that is 50% or more towards attainment of the student growth goal target

Low: Growth that is less than 50% towards attainment of the student growth goal target

For example, if the student growth goal was set at 56% of the gap population expected to reach proficient/distinguished then the following percentages would result in high, expected or low growth.

Example of H,E,L Growth (If Trajectory Target was to move from 56% P/D to 66% P/D)		
Low	Expected	High
Less than 51%	56% up to 65%	66% and above

DETERMINING THE OVERALL PERFORMANCE CATEGORY

The Superintendent/designee is responsible for determining an Overall Performance Category for each principal at the conclusion of his/her 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 Standards, district-developed rubrics, and decision rules that establish a common understanding of performance thresholds to which all educators are held. What follows is a description of each component used to inform the Overall Performance Category.

RATING OVERALL PROFESSIONAL PRACTICE

- Record ratings in STP, Required
- Timeline for Rating professional Practice

The Kentucky Principal Performance Standards stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

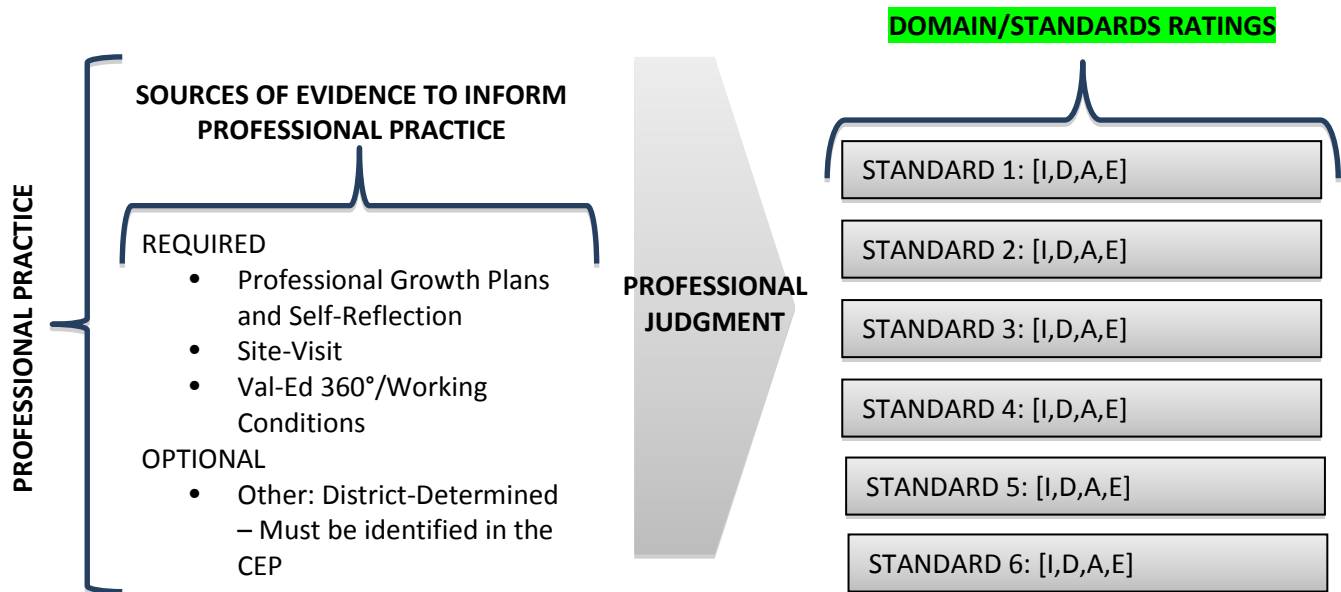
Evaluators and principals will be engaged in ongoing dialogue throughout the evaluation cycle.

- Professional Growth Plans and Self-Reflection
- Site-Visit

- Val-Ed 360°/Working Conditions

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Standard at the culmination of an educator's cycle.

Timeline for rating Professional Practice will be a minimum of two reviews conducted annually. The summative review will be conducted by April 15th of each year for principals and assistant principals.



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 3 years of data (when available).
- Record ratings in STP.

Student Growth Rating will be determined using data from the previous three years (if available).

The superintendent/designee will use the following guidelines when determining the overall student growth rating for the summative cycle.

The superintendent/designee will average three years of local student growth ratings (when available).

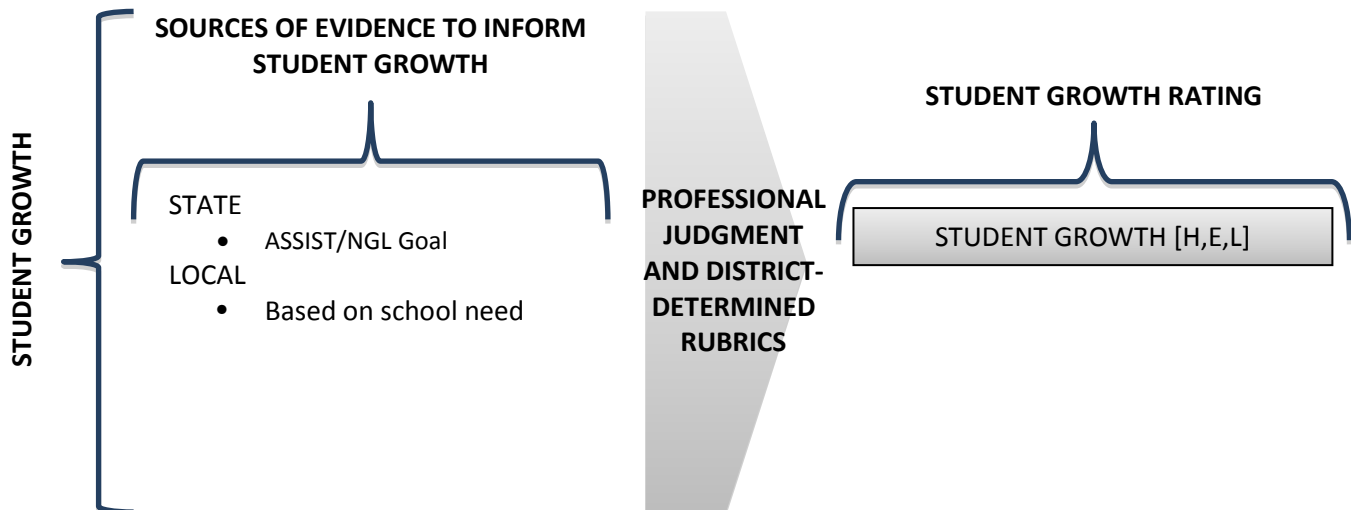
The superintendent/designee will average three years of state student growth ratings (when available).

The superintendent/designee will apply the following formula to determine the overall summative student growth rating:

$$(\text{Local Average} \times .50) + (\text{State Average} \times .50) = \text{Overall Summative Student Growth Rating}$$

The resulting average will then be applied to the chart below to determine the overall student growth rating.

Scale	Rating
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	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 following (Overall State Decision Rules) for determining the Overall Performance Category. All summative ratings shall be recorded in the state-approved technology platform; a hard copy will be submitted to the district CEP point of contact.

CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY

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

GROWTH PLANNING USING THE OVERALL PERFORMANCE CATEGORY AND STUDENT GROWTH TREND DATA

The Overall Performance Category, in combination with trends of multiple measures of student growth, will be used to determine the principal’s growth plan. The evaluator will, in collaboration with the principal and through application of professional judgment, determine the next appropriate steps for growth planning.

Principal Growth Planning Using the Overall Performance Category and Student Growth Trend Data

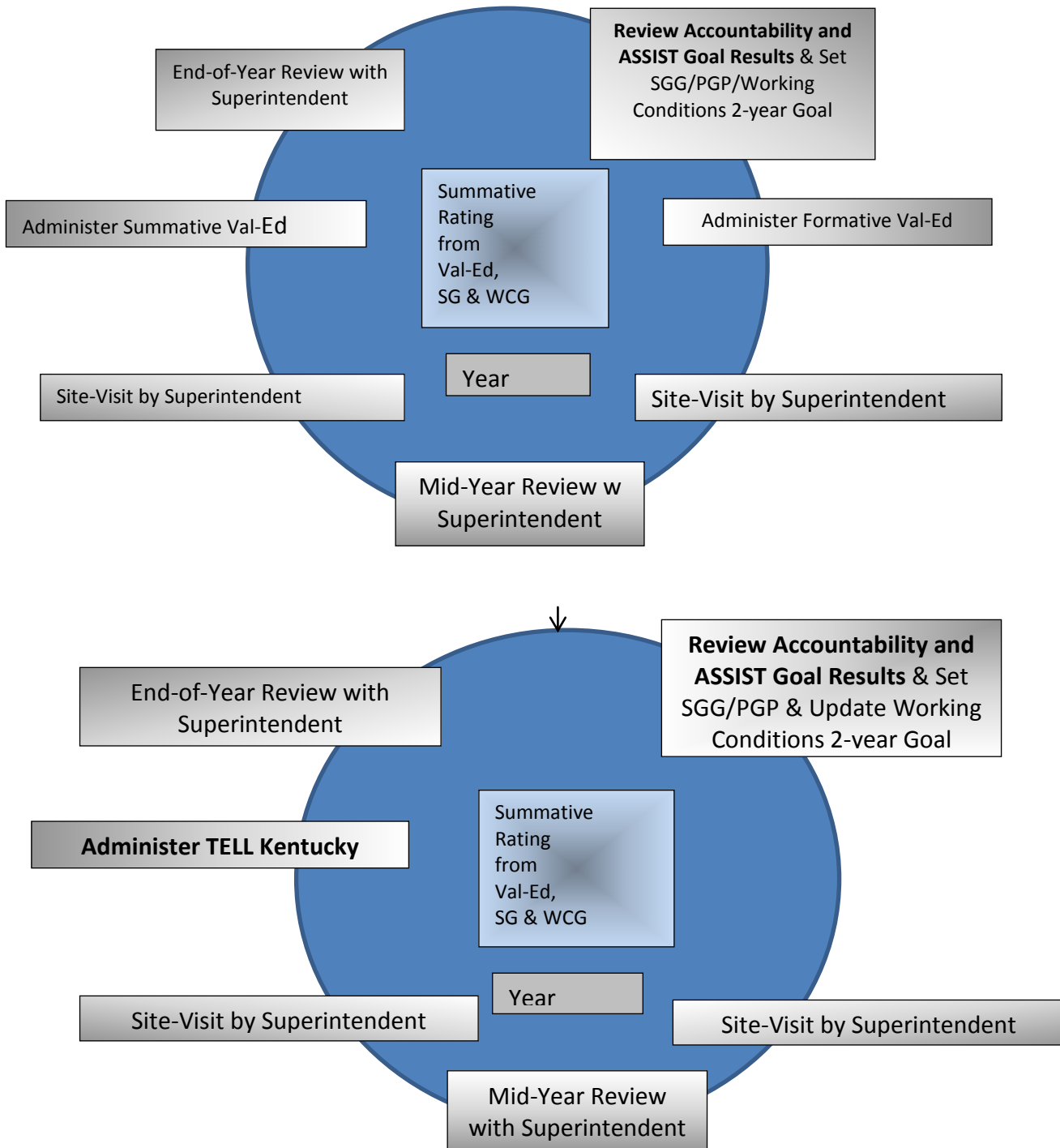
OVERALL PERFORMANCE CATEGORY

OVERALL PERFORMANCE CATEGORY	EXEMPLARY	<p style="text-align: center;"><u>DEVELOPING</u> "Shall" have a minimum of a directed growth plan</p>	<p style="text-align: center;"><u>EXEMPLARY</u> "Shall" have a minimum of a self-directed growth plan</p>	<p style="text-align: center;"><u>EXEMPLARY</u> "Shall" have a minimum of a self-directed growth plan</p>
	ACCOMPLISHED		<p style="text-align: center;"><u>ACCOMPLISHED</u> "Shall" have a minimum of a self-directed growth plan</p>	
	DEVELOPING	<p style="text-align: center;"><u>DEVELOPING</u> "Shall" have a minimum of a directed growth plan</p>	<p style="text-align: center;"><u>ACCOMPLISHED</u> "Shall" have a minimum of a self-directed growth plan</p>	
	INEFFECTIVE	<p style="text-align: center;"><u>INEFFECTIVE</u> "Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)</p>		
Low Growth		Expected Growth		High Growth

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.** An appeals process is established as defined in this plan.

Two Year Cycle of the PPGES



APPENDIX

The following pages include forms and documents that supervisors may use throughout the PGES process.

Pre-observation Form

Teacher Name	Conference Date	Observation Type			
		M1	M2	M3	Full
Observer Name	School	Grade Level			
# of Students	# of IEP Students	Date of Lesson			
Subject	Topic	Time of Lesson			

The questions below must be filled out by the teacher prior to the observation taking place. This may be completed and submitted to the principal or completed in a face to face pre-conference.

**Guiding Questions from the Framework for Teaching
Domain 1: Planning and Preparation**

1. Is the lesson based on current standards?
2. Are the learning targets congruent with the current standards? Explain.
3. Are instructional activities congruent to the learning targets/standards? Explain.
4. Will students work in partners, groups, etc? How were they paired up and why?
5. Where did you obtain lesson and is it a reliable resource?
6. Does lesson offer links to other math content and/or other content areas?
7. How do you plan to assess students? How do you plan to use the results of the assessment?
8. Insert additional requests from administrator here.

Post-observation Form

Teacher Name	Conference Date	Observation Type			
		M1	M2	M3	Full
Observer Name	School	Grade Level			
# of Students	# of IEP Students	Date of Lesson			
Subject	Topic	Time of Lesson			

The topics below are to be discussed in the post observation conference with the teacher. All post observation conferences must take place face to face within 5 working days of the observation.

**Guiding Questions from the Framework for Teaching
Domain 4: Professional Responsibility**

- 1. Target any missing data or clarification for teacher's lesson plan or pre-observation form.**
- 2. Discuss what teacher felt went well and what could have been better.**
- 3. Request sample evidence of communicating with families. Have teacher share how they utilize family members as resources.**
- 4. What PLCs are you involved? When do they meet? Do you keep records of PLC?**
- 5. What is your Professional Growth Goal? Review their plan of action and confirm they are on track. If not, work with teacher to revise timeline/plan of action.**
- 6. Review progress and monitoring toward student growth goal. Is any support needed as you move forward? If yes, what type of support?**

7. Review the following topics with the teacher:

- **Quantity of approved lesson plans for the year (Have additional lesson plans been created or revised for approval?)**
- **Contribution to program review efforts (i.e. number of artifacts, quality, etc.)**
- **Attendance and participation (attendance at school, punctuality, non-instructional duties, contribution to PLC and the learning community)**
- **Effectiveness of communication with all stakeholders**
- **Record-keeping**
- **Any other areas as identified in SGG, SV, PGP, CSIP or other evidence-based criteria**

8. Additional topics as determined by the administrator.

STUDENT GROWTH TREND RATING

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS

Level 1: Self-Directed - Professional Growth Plan (Three-Year Summative Cycle)

Summative of Self-Directed Cycle occurs at the end of year three.

<p>Low SGG Rating with Accomplished or Exemplary Professional Practice Rating</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 	<p>Expected SGG Rating with Developing Professional Practice Rating</p> <ul style="list-style-type: none"> • Goals set by educator with evaluator input; • One goal must address low performance or outcomes • Plan activities designed by educator with evaluator input. • Formative Review annually 	<p>High SGG Rating with Developing Professional Practice Rating</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 	<p>Expected or High SGG Rating with Accomplished or Exemplary Professional Practice Rating</p> <ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually
<p align="center">Level 2: Directed-Professional Growth Plan (One-Year Cycle)</p>		<p align="center">Level 3: Up to 12-Month Improvement Plan</p>	
<p>Low SGG Rating with Developing Professional Practice Rating Or, Expected or High SGG Rating with Ineffective Professional Practice Rating</p> <ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 		<p align="center">Low SGG Rating with Ineffective Professional Practice Rating</p> <ul style="list-style-type: none"> • Goal determined by evaluator • Focus on low performance area • Summative at end of plan 	

STUDENT GROWTH GOAL (SGG) RIGOR AND COMPARABILITY RUBRIC

Enter SGG: [Click here to enter text.](#)

PART A: SGG RIGOR RUBRIC - Analyze SGG by the following criteria:

	<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> NEEDS REVISION
SPECIFIC	<p><i>Does baseline data identify the SGG area of need?</i></p> <p>Identifies an area of need pertaining to current students' abilities</p>	<p>Identifies a specific area of need, but lacks supporting data for current students; Or, is not focused on a specific area of need</p>
	<p><i>Does the SGG focus on a specific area of need based on an enduring skill or understanding/ overarching goal?</i></p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students (e.g. Spec. Ed, GT, ELL etc.)</p>	<p>Includes both a growth target and a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Includes only a growth or a proficiency target</p>
MEASURABLE	<p style="text-align: center;"><input type="checkbox"/> ACCEPTABLE</p> <p><i>Are appropriate measures selected to assess the goal?</i></p> <p>Anchored in baseline data; identifies appropriate measures for mid-course, and end of year/course data</p> <p>Identifies multiple measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p>	<p style="text-align: center;"><input type="checkbox"/> NEEDS REVISION</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Or, uses no baseline data or uses irrelevant data</p> <p>The goal allows students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Or, does not assess the level of competency intended in the standards</p>
APPROPRIATE	<p style="text-align: center;"><input type="checkbox"/> ACCEPTABLE</p> <p><i>Is the SGG rigorous, realistic, and standards based?</i></p> <p>Congruent to KCAS grade level standards (or international, national, state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed</p> <p><i>Does the SGG address critical content or enduring skill?</i></p> <p>Address critical content, enduring skill(s) which students are expected to master</p>	<p style="text-align: center;"><input type="checkbox"/> NEEDS REVISION</p> <p>Congruent to content, but not aligned to grade level standards;</p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Focuses on a standards-based skill that does not match enduring skill criteria.</p> <p>Goal:</p> <ul style="list-style-type: none"> · is too narrow; focusing on a narrow skill or topic · is written in a general context and encompasses too much content · lists multiple enduring skills/overarching goals of adopted state standards
RELEVANT	<p style="text-align: center;"><input type="checkbox"/> ACCEPTABLE</p> <p><i>Is the SGG results-oriented and relevant; includes both a growth target and a proficiency target?</i></p> <p>Includes growth and proficiency targets that are rigorous for students, but attainable with support</p>	<p style="text-align: center;"><input type="checkbox"/> NEEDS REVISION</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations for all students</p> <p>Includes targets that do not articulate expectations AND/OR targets are not achievable</p>
TIME-BOUND	<p style="text-align: center;"><input type="checkbox"/> ACCEPTABLE</p> <p><i>Does the SGG specify an appropriate instructional interval?</i></p> <p>Is appropriate for the instructional interval defined and explicitly states year-long/ course-long interval of instruction</p>	<p style="text-align: center;"><input type="checkbox"/> NEEDS REVISION</p> <p>Specifies less than/more than a year-long/course interval of instruction</p> <p>Or, fails to specify an interval of instruction</p>

PART B: COMPARABILITY OF SGG ASSESSMENTS – Analyze SGG Assessments by the following criteria:

SPECIFIC	Are assessments congruent to the standards identified in the SGG?	<input type="checkbox"/> ACCEPTABLE Aligns all assessment items (performances, tasks, questions) to the content standards identified in the SGG.	<input type="checkbox"/> NEEDS REVISION “Loosely” aligned or, there is little to no evidence of congruency of assessment items to the content standards identified in the SGG.
MEASURABLE	Are multiple items used to measure if/when specific standards have been met?	<input type="checkbox"/> ACCEPTABLE The SGG is assessed using multiple items to determine if/when standards have been ‘met’.	<input type="checkbox"/> NEEDS REVISION Some of the SGG learning content is assessed using multiple items to determine if/when standards have been ‘met’.
APPROPRIATE	Is the data collected comparable across similar classrooms, subjects, schools across the district?	<input type="checkbox"/> ACCEPTABLE Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills.	<input type="checkbox"/> NEEDS REVISION For similar classrooms, data collected for the student growth goal does not reflect common criteria used to determine progress.
‘RELEVANT’	Are assessments rigorous but attainable?	<input type="checkbox"/> ACCEPTABLE Assessment includes test items that are varied in difficulty.	<input type="checkbox"/> NEEDS REVISION Assessment includes test items that are too low or too high in difficulty.
‘TIME-BOUND’	Is the duration of the assessment appropriate?	<input type="checkbox"/> ACCEPTABLE Assessment includes an adequate amount of questions to assess student knowledge of the critical content/enduring skill.	<input type="checkbox"/> NEEDS REVISION Assessment includes a limited or excessive amount of questions to assess student knowledge of the critical content/enduring skill.

PART C: TEXT-COMPLEXITY (as appropriate to identified SGG)

<input type="checkbox"/> ACCEPTABLE	<input type="checkbox"/> NEEDS REVISION
Do assessments use on-level Text Complexity ?	Assessment includes on-level passage based text and prompts.
	Assessment includes passage based texts and prompts that are below or above level.

SGG RIGOR AND COMPARABILITY REVIEW

Date: _____ **Teacher:** _____

Date: _____ **Peer Reviewer:** _____

SGG Rigor: _____

SGG Comparability: _____

Text-Complexity (if applicable): _____

SGG Approval

Date: _____ **Principal:** _____

SGG (Approval or needs revision): _____

Student Voice Confidentiality Agreement

I am aware that all responses and data from the Student Voice Survey are confidential information. I affirm that I will not share individual student survey responses, teacher results or any other information from the Student Voice Survey with anyone by any form of communication. Violation of this Confidentiality Agreement may result in disciplinary action, up to and including termination of my employment.]

- The Student Voice Survey shall be administered during the state specified window.
- 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 who have been enrolled in the class a minimum of 15 days.
- The superintendent's designee/point of contact will be responsible for ensuring that building principals oversee and administer the Student Voice Survey.
- Lewis County School District will implement the Student Voice Survey in a consistent manner for all teachers in the district with a minimum of one section per eligible teacher.
- Building principals will determine the section(s) participating in the Student Voice Survey. The rules for selection must be applied in a consistent manner to the entire school. For example; the principal would determine that the survey will be administered during the second period class.
- All participating teachers who do not have a class during the designated period would give the survey during another period designated by the building student voice survey coordinator. For example, all participating teachers who did not have a third period class could give the survey to their fourth period class on the same day. For this reason, some students may take the survey more than once.
- In compliance with the Kentucky Department of Education's data use policy, only survey items meeting the minimum of 10 recorded responses or more, will be included in the data set for a given teacher. This is to protect student privacy in accordance with the Kentucky Department of Education's data use policy.
- For classes that are participating in the survey, only students whose parents return the signed letter will be exempt from the survey. The *percentage* of a teacher's students who respond is not a factor; no minimum percentage is required.
- For teachers who work in collaborative classrooms, there are several scenarios on how their students may be surveyed, providing students have been engaged in the teacher's instruction for no less than 15 classroom days and within the last 15 calendar days. One example might be in a collaborative classroom, the principal might choose for one of the collaborating teachers to have their students take the survey during another period when that teacher is the only teacher in the class.
- Music, art and other teachers of non-assessed classes who have class sizes greater than 10 are eligible to participate in the administration of the Student Voice Survey.
- A teacher who has students in more than one category of survey questions (Grades 3-5, 6-12) will determine only one level of survey to administer to all students in that section. This information must be communicated to the district IC person who will make the appropriate designation in Infinite Campus.
- Students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. [Guidance from individual student's IEP or 504 plans will ensure the survey is implemented with fidelity and student responses are confidential, regardless of the modification or additional supports required.]
- In the case that a teacher does not have a sufficient roster size to participate in the survey (minimum of 10), student voice data will not be used as a source of evidence to inform the teacher's professional practice rating.

Signature

Date

**LEWIS COUNTY PRINCIPAL GROWTH PLAN
STUDENT GROWTH, WORKING CONDITIONS AND PROFESSIONAL LEARNING**

PRINCIPAL'S LOCAL STUDENT GROWTH GOAL STATEMENT

(Based on one of the State goals within CSIP.)

Click here to enter SGG Statement:

Student Growth Goal	Low	Expected	High
____ %	Below ____ %	____% - ____ %	Above ____ %
SGG What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Strategies/Actions What resources will I need to complete my plan? What support will I need?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

PRINCIPAL'S WORKING CONDITIONS GROWTH GOAL STATEMENT

(Two Year Goal Based on perception survey results)

Click here to enter text.

WORKING CONDITIONS GROWTH GOAL RUBRIC

WC Growth Goal	Low Growth	Expected Growth	High Growth
____ %	Below ____ % Below baseline data set by survey item	____% - ____ %	Above ____ %

WORKING CONDITIONS GOAL ACTION PLAN

Working Conditions	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

PRINCIPAL'S PROFESSIONAL GROWTH GOAL

Initial Reflection: Based on the areas of growth identified in the Self-Reflection of the Principal Performance Standards and Parts B, C, and/or D complete this section at the beginning of the school year.

Click here to enter text.

Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need	Targeted Completion Date When will I complete each identified strategy/ action?
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Click here to enter text.

Principal Growth Goals-Review: Describe goal progress and other relevant data.

Click here to enter text.

Mid-Year Review Conducted:		End of Year Review Conducted:	
Date:		Date:	
Principal:		Principal:	
Supervisor:		Supervisor:	

PRINCIPAL STANDARDS RATING FORM

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal [Click here to enter text.](#)

School Year(s): [Click here to enter text.](#)

School [Click here to enter text.](#)

Performance Standard 1: Instructional Leadership

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	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.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Performance Standard 2: School Climate

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.

Performance Standard 3: Human Resources Management

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal consistently demonstrates expertise in human resources management, which results in a highly- effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.
<p align="center">□</p> Click here to enter text.	<p align="center">□</p> Click here to enter text.	<p align="center">□</p> Click here to enter text.	<p align="center">□</p> Click here to enter text.

Performance Standard 4: Organizational Management

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.	The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.
<p align="center">□</p> Click here to enter text.	<p align="center">□</p> Click here to enter text.	<p align="center">□</p> Click here to enter text.	<p align="center">□</p> Click here to enter text.

Performance Standard 5: Communication and Community Relations

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal inconsistently communicates and/or infrequently collaborates with-stakeholders.	The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.
<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>	<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>	<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>	<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>

Performance Standard 6: Professionalism

Exemplary In addition to meeting the requirements for Accomplished...	Accomplished is the expected level of performance.	Developing	Ineffective
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>	<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>	<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>	<p align="center"><input type="checkbox"/></p> <p>Click here to enter text.</p>

Evaluator Signature _____

Date _____

Principal or Assistant Principal

Signature _____

PPGES
Documentation– Site Visit

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Professional Growth and Effectiveness System, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible “look fors” only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

Date: ___/___/___

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

Site visit Mid-Year Conference Other (Specify) _____

Performance Standard 1. Instructional Leadership

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.

Sample Performance Indicators : Examples may include, but are not limited to:**The principal:**

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.
- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Suggested Guiding Questions/Prompts:

Please describe any innovative and effective leadership strategies that you have used this year.

What opportunities have you created this year for collaboration among teachers?

How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?

How do you make sure curriculum standards are taught by the teachers and mastered by the students?

How do you monitor teachers' performance and provide constructive feedback to them?

What types of teacher learning and development activities or programs have you participated in this year? What have you learned?

How do you involve the expertise of teacher leaders?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.

Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.

What are the strategies you use to nurture and sustain a climate of trust in your school?

Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.

What are the internal and external factors that you perceive are affecting your school?

How have you strived this year to make the school environment more academically rigorous?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback:

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:

Please give examples of ways you have helped your teachers and staff to become more effective this year.

Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.

In what ways do you support the achievements of high-performing teachers?

How do you ensure new teachers and staff receive the support they need during their first year?

How do you foster an atmosphere of professional learning among staff?

What are the most difficult human resources management decisions you have made this year? What aspects went well and what aspects were challenging?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

Please explain the ways in which you have demonstrated proactive decision-making this year.

Please provide an example of how you have been able to maximize your available resources.

How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?

What information is used to inform the decisions related to organizational management?

Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?

What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:

Please describe how you promote the success of all students through communication.

How do you engage in open dialogue with multiple stakeholders from the larger school community?

How do you involve parents and families in student learning?

How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?

Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback:

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Sample Performance Indicators : Examples may include, but are not limited to:

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.

How do you communicate professional beliefs and values to all stakeholders?

Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.

What professional learning have you sought out this year?

In what ways have you observed a change in your role as a school leader and your leadership style?

In what ways do you take an active role in professional organizations?

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator’s Feedback: