

Attachment B
Principal Professional Growth and Effectiveness System Steering Committee
Recommendations Including Proposed Regulation Language

October 14, 2013

1. Each principal will develop, in consultation with his/her evaluator, a minimum of one (1) working conditions goals informed by the state-approved working conditions survey. The working conditions goal may be informed by other district sources of data as well.

“Working conditions survey goal” means 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.

For additional information see the [TELL Kentucky Survey](#) webpage and the [TELL Data workbook](#).

2. The duration for the principal’s working conditions goal shall be two years.

“Working conditions survey goal” means 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.

3. Principals shall have a summative evaluation every two years.

The district shall require summative evaluation annually for a certified administrator, assistant principal, or principal.

The summative evaluation process for an assistant principal and principal is built into the [Model Certified Evaluation Plan](#). (See pages 23-29 of the Model Certified Evaluation Plan.)

4. Measures implemented in the non-summative year shall inform the summative rating.

The evaluator shall use evidence from professional growth plans and self-reflection, the department-approved survey of perception of superintendents, district personnel, and teachers on principal practice; and the department-approved working conditions survey goal. The evaluator shall also use evidence from site visits, for principals only. The evaluator may, if included in the district’s approved evaluation plan, use additional district-determined sources of evidence to inform the evaluatee’s rating on each of the six (6) standards listed in subsection (1) of this section.

5. Professional growth planning shall occur annually.

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

Required:

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

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

(See page 27 of the [Model Certified Evaluation Plan](#).)

6. Site visits shall occur annually.

The district shall require a principal evaluator to conduct a minimum of two (2) site visits each year.

7. An important part of superintendent training should be supporting the development of principal growth goals.

(1) The district shall include evaluation and observation training in the district's system plan and procedures submitted to the department for approval pursuant to Section 3 of this administrative regulation.

(2) The district shall ensure an evaluator meets the requirements of the district's system plan and procedures prior to evaluating a certified school personnel.

(3) An evaluator shall be trained and tested and approved on a four-year cycle.

(4) Year one (1) of the district's evaluator training cycle shall include the following training requirements:

(a) Training on all statutes and administrative regulations applicable to the evaluation of certified school personnel;

(b) Training in identifying effective teaching and management practices, in effective observation and conferencing techniques, in development of student growth goals, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques; and ...

8. Training for superintendents should not be related solely to technical implementation of the system but focused on helping principals grow professionally.

Recommended for KDE consideration during implementation of PGES.

9. The personnel continuum, informed by PPGES, needs to include recognition for principals meeting or exceeding expectations.

Recommended for KDE consideration during implementation of PGES.

10. Districts need to ensure that an induction and mentoring program is in place for first year principals.

Recommended for KDE consideration during implementation of PGES.

11. Data from the previous school year could serve as baseline data for a new principal to set goals.

Recommended for KDE consideration during implementation of PGES.

December 11, 2013

12. PPGES should be in EDS.

The district shall require documentation of a summative evaluation of a teacher, principal, and assistant principal in the department-approved technology platform.

13. The term “local student growth needs” is to be made clearer especially since it is tied to ASSIST goals.

The overall student growth rating for principals and assistant principals shall be determined as follows:

- (a) The student growth measure for principals and assistant principals shall consist of a state contribution and a local contribution.*
- (b) The state contribution for principals and assistant principals shall be based on the degree to which the evaluatee meets the Next Generation Learners Goal. A principal’s Next Generation Learners Goal shall be the assistant principal’s Next Generation Learners Goal as well.*
- (c) The local contribution for the student growth measure for principals and assistant principals is a rating based on the degree to which the principal or assistant principal meets student growth goals. Assistant principals share the principal’s student growth goals.*
- (d) All principals and assistant principals shall develop and implement a minimum of two (2) student growth goals each year, one of which shall focus on school gap population data.*
- (e) One goal shall address the needs outlined in the school’s Comprehensive School Improvement Plan.*

14. One goal shall be based on local student growth data.

One goal shall address the needs outlined in the school’s Comprehensive School Improvement Plan.

15. Make clear how the two types of student growth for principals are different from each other.

The overall student growth rating for principals and assistant principals shall be determined as follows:

- (a) The student growth measure for principals and assistant principals shall consist of a state contribution and a local contribution.*
- (b) The state contribution for principals and assistant principals shall be based on the degree to which the evaluatee meets the Next Generation Learners Goal. A principal’s Next Generation Learners Goal shall be the assistant principal’s Next Generation Learners Goal as well.*
- (c) The local contribution for the student growth measure for principals and assistant principals is a rating based on the degree to which the principal or assistant principal meets student growth goals. Assistant principals share the principal’s student growth goals.*

- (d) All principals and assistant principals shall develop and implement a minimum of two (2) student growth goals each year, one of which shall focus on school gap population data.*
(e) One goal shall address the needs outlined in the school's Comprehensive School Improvement Plan.

16. The system needs to be manageable for principals.

[PPGES webpage](#) provides additional information about managing the Principal Professional Growth and Effectiveness System (PPGES).

17. There should be minimum thresholds for the overall performance rating and for the principals' system they should be:

- If an administrator is rated Accomplished or Exemplary in four (4) of the six (6) professional practice standards for administrator, the administrator shall be rated exemplary.
- If an administrator is rated Developing or above in four (4) of the six (6) professional practice standards for administrators, the administrator shall be rated Accomplished.
- If an administrator is rated Developing on five (5) of the six (6) professional practice standards for administrators, the administrator shall be rated Developing.
- If an administrator is rated Ineffective on two (2) or more standards, the administrator shall be rated Ineffective.

The evaluator shall use the following decision rules to determine a professional practice rating:

- (a) If the evaluatee is rated Exemplary in at least four (4) of the standards and no standard is rated Developing or Ineffective, the professional practice rating shall be Exemplary;*
(b) If the evaluatee is rated Accomplished in at least four (4) standards and no standard is rated Ineffective, the professional practice rating shall be Accomplished;
(c) If the evaluatee is rated Developing in at least five (5) standards, the professional practice rating shall be Developing; and
(d) If the evaluatee is rated Ineffective in two (2) or more standards, the professional practice rating shall be Ineffective.

January 14, 2014

18. The following should be true about state and local student growth for principals:

State: ASSIST Goals should become the state contribution. The process for identifying the goals should not change.

Local: These should be based on school need and may align with state goals with deeper and more specific connections. The local growth goal may target a different school need. The process will be similar to the ASSIST/NGL Goal.

One state or local goal should be focused on growth.

The overall student growth rating for principals and assistant principals shall be determined as follows:

(a) The student growth measure for principals and assistant principals shall consist of a state contribution and a local contribution.

(b) The state contribution for principals and assistant principals shall be based on the degree to which the evaluatee meets the Next Generation Learners Goal. A principal's Next Generation Learners Goal shall be the assistant principal's Next Generation Learners Goal as well.

(c) The local contribution for the student growth measure for principals and assistant principals is a rating based on the degree to which the principal or assistant principal meets student growth goals. Assistant principals share the principal's student growth goals.

(d) All principals and assistant principals shall develop and implement a minimum of two (2) student growth goals each year, one of which shall focus on school gap population data.

(e) One goal shall address the needs outlined in the school's Comprehensive School Improvement Plan.

19. Assistant principals should be evaluated the same as principals. They should complete self-reflection, complete a PGP each year, be rated on the principal performance standards, and participate in mid-year review. The assistant principal should inherit the SGGS and WCGs of the principal and use the same summative model.

Assistant principals should not have to complete the Val-Ed process and shall not complete Val-Ed on the principal.

Professional Practice Rating and Overall Student Growth Rating for Principals and Assistant Principals.

The evaluator shall use evidence from professional growth plans and self-reflection, the department-approved survey of perception of superintendents, district personnel, and teachers on principal practice; and the department-approved working conditions survey goal. The evaluator shall also use evidence from site visits, for principals only. The evaluator may, if included in the district's approved evaluation plan, use additional district-determined sources of evidence to inform the evaluatee's rating on each of the six (6) standards listed in subsection (1) of this section.

20. The graphic illustrates the personnel continuum recommended by the PPGES as well as the decision rules for determining the overall performance category for principals and assistant principals.

Exemplary	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	"Shall" have a minimum of a self-directed growth plan
Accomplished		"Shall" have a minimum of a self-directed growth plan	
Developing	"Shall" have a minimum of a directed growth plan		"Shall" have a minimum of a self-directed growth plan
Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)		
Recommendation & Consideration	Low	Expected	High

The overall performance category for principals and assistant principals is determined by combining the principal or assistant principal's professional practice rating and overall student growth rating, as illustrated by the Kentucky Professional Growth and Effectiveness System Model for Summative Evaluation of Assistant Principals and Principals.

(2) The district shall determine the overall performance category for principals and assistant principals with the following decision rules:

(a) An evaluatee's overall performance category shall be Exemplary if:

1. The professional practice rating is Exemplary and the overall student growth rating is high;
2. The professional practice rating is Exemplary and the overall student growth rating is expected; or
3. The professional practice rating is Accomplished and the overall student growth rating is high

(b) An evaluatee's overall performance category shall be Accomplished if:

1. The professional practice rating is Accomplished and the overall student growth rating is expected; or
2. The professional practice rating is Developing and the overall student growth rating is high.

(c) An evaluatee's overall performance category shall be Developing if:

1. The professional practice rating is Exemplary and the overall student growth rating is low;
2. The professional practice rating is Accomplished and the overall student growth rating is low;

3. The professional practice rating is Developing and the overall student growth rating is expected; or
4. The professional Practice rating is Developing and the overall student growth rating is low.
(d) An evaluatee's overall performance category shall be Ineffective if the professional practice rating is Ineffective and the overall student growth rating is low.

21. The superintendent should have a role in monitoring the implementation of the PPGES.

Recommended for KDE consideration during implementation of PGES.

22. Training for superintendents to evaluate principals should:

- Be face-to-face;
- Contain key training content such as sources of evidence, assurances, statutes, regulations, feedback, conferencing, determining level of growth;
- Be rolled out over time to mirror the expectations of superintendents and principals over the academic year; and
- Allow superintendents and principals to attend together.

(1) The district shall include evaluation and observation training in the district's system plan and procedures submitted to the department for approval pursuant to Section 3 of this administrative regulation.

(2) The district shall ensure an evaluator meets the requirements of the district's system plan and procedures prior to evaluating a certified school personnel.

(3) An evaluator shall be trained and tested and approved on a four-year cycle.

(4) Year one (1) of the district's evaluator training cycle shall include the following training requirements:

(a) Training on all statutes and administrative regulations applicable to the evaluation of certified school personnel;

(b) Training in identifying effective teaching and management practices, in effective observation and conferencing techniques, in development of student growth goals, in providing clear and timely feedback, in establishing and assisting with a professional growth plan, and in summative decision techniques.