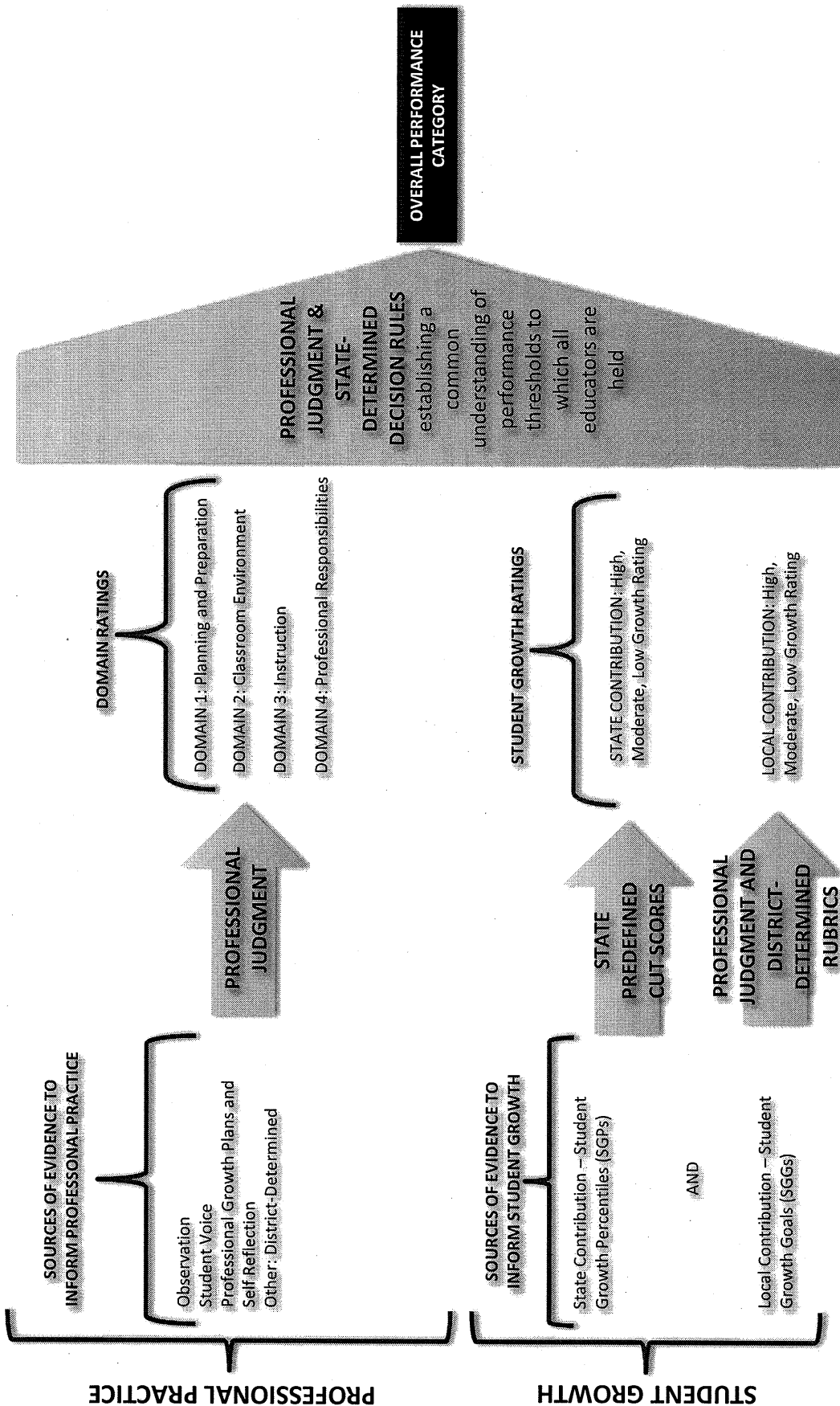


KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS MODEL



SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE RATINGS

Required

- Professional Growth Plans and Self Reflection
- Formal Observation(s)
- Student Voice Survey

Other Evidence

- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research

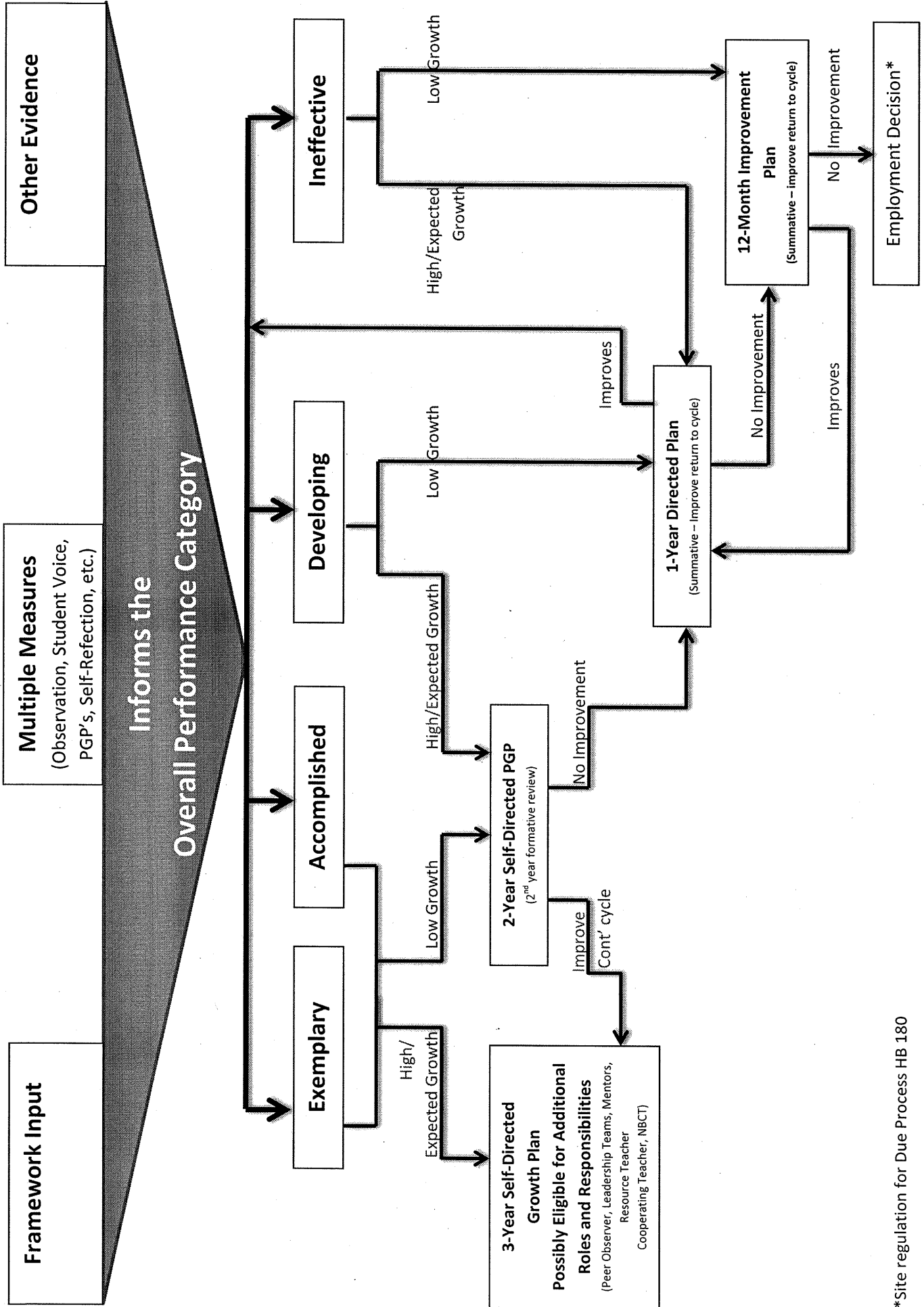
MUST BE USED TO DETERMINE EDUCATOR'S PRACTICE

- DOMAIN 1: Planning and Preparation
- DOMAIN 2: Classroom Environment
- DOMAIN 3: Instruction
- DOMAIN 4: Professional Responsibilities

RESULTING IN FORMATIVE AND SUMMATIVE PERFORMANCE RATINGS

Exemplary	2-Year Self-Directed Plan	3-Year Self-Directed Plan	
	<ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 		
Accomplished			
Developing	1-Year Directed Plan	2-Year Self-Directed Plan	
	<ul style="list-style-type: none"> • Goal determined by evaluator with educator input • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review annually • Summative at end of plan 		
Ineffective			
	Up to 12 month Improvement Plan	1-Year Directed Plan	
	<ul style="list-style-type: none"> • Goal determined by evaluator • Focus on low performance area • Summative at end of plan 	<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 	
	Low Growth	Expected Growth	High Growth
Trends of Multiple Measures of Student Learning			

Decision Flow for Teachers in Year 2 and Beyond



*Site regulation for Due Process HB 180