TODD COUNTY (PGES)

CERTIFIED EVALUATION PLAN

Todd County Board of Education

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May 12, 2014

**The Mission of Todd County Schools is**

**Teaching, Caring and Serving**

**Teaching** all students from a rigorous and aligned curriculum.

**Caring** by building positive mentoring relationships with all students

**Serving** by using varied, research-based instructional strategies that make learning relevant to the needs of our students and the community.

**ASSURANCES**

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN**

The Todd County School District hereby assures the Commissioner of Education that:

An evaluation committee composed of an equal number of teachers and administrators developed this evaluation plan.

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 (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

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

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

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

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

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

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee’s chosen representative.

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

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

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

 \_\_\_\_\_

Signature of District Superintendent Date

 \_\_\_\_\_\_ \_\_\_\_\_

Signature of Chairperson, Board of Education Date

**CODE OF ETHICS**

**704 KAR 20:680**

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161:028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education.

**Section 1. Certified personnel in the Commonwealth:**

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;

2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;

3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

**To Students**

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;

2. Shall respect the constitutional rights of all students;

3. Shall take reasonable measures to protect the health, safety, and emotional well‐being of students;

4. Shall not use professional relationships or authority with students for personal advantage;

5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;

6. Shall not knowingly make false or malicious statements about students or colleagues;

7. Shall refrain from subjecting students to embarrassment or disparagement; and

8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

**To Parents**

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;

2. Shall endeavor to understand community cultures and diverse home environments of students;

3. Shall not knowingly distort or misrepresent facts concerning educational issues;

4. Shall distinguish between personal views and the views of the employing educational agency;

5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and

7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

**To the Education Profession**

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;

2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;

3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;

4. Shall not use coercive means or give special treatment in order to influence professional decisions;

5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and

6. Shall not knowingly falsify or misrepresent records of facts relating to the educator’s own qualifications or those of other professionals.

**Section 2.**

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5‐4‐95.) Attainment of other established EPSB standards not included in the plan. [704 KAR 3:345 7(2)]

**GLOSSARY OF EVALUATION TERMS AND DEFINITIONS**

**(As applied to Kentucky’s professional growth and certified personnel evaluation process)**

Evaluation terms and definitions listed below include those presented in **KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) ( c ).**

**administrator:** is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

**appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.

**conference:** a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.

**corrective action plan:** a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or when the evaluator needs to address a specific problem in the employee’s performance. Specific assistance and activities are identified and progress monitored.

**employee assistance team:** a team established to assist the employee in meeting the district standards.

**evaluatee:** one whose behaviors and performances are being observed, examined, appraised, or critiqued.

**evaluation:** the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based upon predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products, or performances. Evaluation shall also include the establishment and monitoring of individual professional growth plans.

**evaluation committee:** consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

**evaluation plan:** includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

**evaluation procedures:** as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

**evaluator:** one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

**formative evaluation:** a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee’s professional growth and performance.

**indicators:** are measurable or observable behaviors and outcomes that demonstrate performance criteria.

**job category:** a group or class of positions with closely related functions such as: principal, coordinator, or director.

**M:** Met

**monitoring:** to supervise; to check systematically or to scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher’s lesson plans, units of study, interactions with students, parents, and each other.)

**NI:** Needs Improvement

**NM:** Not Met

**observation (formal):** process of gathering information in the performance of duty based on predetermined criteria in the district evaluation plan within five (5) working days.

**observation (informal):** an observation whereby the evaluator enters the classroom unannounced to observed performance. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.

**openly:** with full knowledge of evaluatee.

**other support staff:** any certified staff other than teacher or administrator.

**peer observer:** Observation and documentation by a trained certified school personnel.

**performance criteria:** performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

**position:** a professional role in the school district such as teacher, principal, and supervisor of instruction.

**primary evaluator:** the evaluator who is the employee’s immediate supervisor (principal, associate principal, head teacher, etc.)

**professional growth plan:** a plan whereby the person being evaluated establishes goals for enrichment and development with the assistance of the evaluator. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan. Reviewed annually, this plan is attached to the summative evaluation and placed in the individual’s personnel file at the district office.

**post conference:** a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of an individual professional growth plan. The post conference shall be conducted within five (5) working days after an observation.

**pre conference:** a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the formal observation(s).

**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.

**standards of performance:** acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

**student voice:** the state-approved student perception survey, administered each year, that, provides data on specific aspects of the classroom experience and of teaching practice.

**summative evaluation:** the summary of, and conclusions from, all data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

**teacher:** any certified staff person who directly instructs students

**For additional definitions and roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

**Todd County Schools Certified Evaluation**

**PROCESS AND PROCEDURES**

Based on the premise that all individuals are capable of improvement, evaluation in the Todd County School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils.

A committee made up of four administrators and four teachers reviewed and revised the Professional Growth and Evaluation Plan for Certified Personnel.

This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Each certified employee below the level of superintendent shall be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Each evaluator shall complete twelve hours of additional training every two years to continue approval as an evaluator. Evaluators shall use the forms (hard copy or electronic) adopted by the district and approved by the Kentucky Department of Education.

The superintendent’s evaluation process will be developed and adopted by the Todd County Board of Education.

The employee’s immediate supervisor shall be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher’s content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and the evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third part observer within five working days of the teacher’s written request, the evaluator shall select the third party observer.

Monitoring and/or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation of a certified employee below the level of superintendent shall be in writing on an approved evaluation form and become a part of the official personnel record. The observations shall include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record. Each evaluatee shall receive a copy of the evaluation.

For non tenured certified employees there shall be a minimum of two (2) formal observations annually.

Tenured teachers shall be evaluated every three years or at the discretion of the supervisor. If the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.

Administrators shall be evaluated annually. Certified staff holding an administrative role in the district (i.e., Director of Special Education, Instructional Supervisor, Principal, Assistant Principal, Assistant Superintendent) and holding administrative certification issued by the Kentucky Education Professional Standards Board shall be evaluated as an administrator. The Superintendent will be evaluated annually by the School Board.

**PROCESS AND PROCEDURES, Continued**

The teacher and evaluator will complete a Pre‐Observation form prior to the classroom observation visit as a means for the evaluator and evaluatee to discuss what is to be taught. A conference between the evaluator and the person evaluated shall occur within five working days following each classroom observation. Formative data collected during the beginning teacher internship period may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms.

Informal observations will also be used as a part of the evaluative process and can occur at any time the evaluator observes the evaluatee in the performance of his/her duties. Data collected by the evaluator relevant to the evaluatee may also be utilized in the evaluation process.

The summative evaluation of the employee shall be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The employee shall be provided an opportunity for a written response by the evaluatee and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan will be forwarded to the district office.

Summative evaluations shall occur yearly for each non‐tenured certified employee, every administrator, and any tenured employee whose observation results are unsatisfactory.

Summative evaluation shall occur a minimum of once every three‐year period for each tenured teacher who has satisfactory observation results.

All certified staff will develop an Individual Professional Growth Plan, which is aligned with the goals and missions of the school/district/council. The Individual Growth Plan shall be reviewed annually to determine if it has been achieved or needs to be revised or continued. The employee has the responsibility for developing the plan with the assistance of the evaluator. The evaluation process developed for the superintendent by the Todd County Board of Education shall include provisions for assistance for professional growth of the superintendent, pursuant to KRS 156.111.

All certified staff will develop and maintain a Professional File in CIITS as an extension of the evaluation process. The Professional File will assist with the collection of specific productions and behaviors beyond the formal classroom observations such as student assessment data, extra‐curricular activities, professional development, leadership, and school‐home connections.

It is the intent of the District that all certified employees meet the District’s standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District’s standards in all categories. In the case of tenured certified employees it is expected that the employee shall meet the District’s standards in all categories.

**PROCESS AND PROCEDURES, Continued**

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or “does not‐meet rating” on any one Standard or more from the Summative Evaluation. However, a Corrective Action Plan may be developed at any time the evaluator needs to address a specific concern in an employee’s performance. Once the corrective action plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. When the concern has been corrected, the employee will move back into the Individual Professional Growth Plan Cycle.

If there is no improvement with a corrective action plan, the evaluator may choose to implement an Assistance Team to work specifically with the evaluatee in a non-evaluative role to provide additional help. Members of the Assistance Team will include the primary evaluator, the instructional supervisor, and a colleague who is knowledgeable of the content area of the employee requiring assistance. An employee who is assigned an Assistance Team shall be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator.

Any employee who feels that the summative evaluation by their evaluator is not an accurate assessment of his/her performance either by substance or procedure may file an appeal with the District Appeals Panel. The appropriate form for the request is available in this manual. The Appeals Process and Hearing Procedure is found in Todd County Schools Board Policy 03.18 and the corresponding procedures. The evaluatee has ten working days from the date of the summative conference to file a request for appeal.

**SCHEDULE OF EVALUATION**

1. No later than the end of the first month of reporting for employment, each employee will be provided a copy of the form on which the individual will be evaluated and the process and criteria discussed.
2. Non-tenured teachers will be evaluated annually.
3. Non-tenured personnel will receive at least four formal observations (three mini and one full, following the progressive model 3&1) annually. The first observation will be before November 1 and the last observation before April 1.
4. Tenured personnel, other than administrators, will be evaluated every three years or at the discretion of the supervisor.
5. All certified personnel may request an additional observation by a third party. This request must be in writing to the employee’s direct supervisor by **February 15th.**
6. All Summative Evaluations will be completed and submitted to the Todd County Board of Education by May 1.
7. In the event that the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.
8. All administrators will be evaluated annually.
9. The superintendent will be evaluated annually by the school board.
10. All certified personnel will complete or review their growth plan annually. The individual growth plan will be aligned with the school improvement and professional development plans. The employee’s immediate supervisor will be responsible for the evaluation of this growth plan.
11. A copy of the evaluation will be provided to the evaluatee.
12. The evaluatee has 5 working days to give a written response to the evaluation if so desired.

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**District Professional Growth and Effectiveness Plan**

**PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW**

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.

**District Guide for Using This Document**

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

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

* = Required
* = Local Decision
* = Options provided

Once all sections are completed, the district must submit the plan to the local board for approval and adoption prior to submission to the KDE. Districts must submit their CEP electronically to **teacherleader@education.ky.gov****.**

While it is not required that districts adopt this form when revising their CEPs, all CEPs must meet the assurances found within this document.

**Guiding Questions for Local Boards of Education**

The following questions may be useful to local boards as they consider approval and adoption of their districts’ revised CEPs.

* Set clear and high expectations
	+ - What are our expectations across the district for our new effectiveness system (i.e., roles of superintendents, administrators, teachers)?
		- How will we ensure expectations are high and are communicated clearly to every educator in our district?
* Create the conditions for success
	+ - What resources are needed to support successful implementation of the Professional Growth and Effectiveness System?
		- What can the board do to support teachers and leaders as they build capacity within the district?
		- What data will we review at our board meetings and how often?
		- What can the board do to support the work of our superintendent, principals, and SBDM councils to ensure that every school has highly effective teachers and leaders?
* Create the public will to succeed
	+ - What is our responsibility to positively communicate the new effectiveness system and its impact to the public?
		- How often will district progress and data be made available to the community?
* Learn as a board team
	+ - How will we be adequately informed about the new effectiveness system so that we can hold the system accountable and provide the appropriate supports and resources?
		- How will we keep current of revisions and progress of the new system?

**Professional Growth and Effectiveness System – Certified Teacher**

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

**Roles and Definitions**

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel that is being evaluated
4. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district’s Professional Growth and Effectiveness System plan, who observes and documents another teacher’s professional practice and provides supportive and constructive feedback that can be used to improve professional practice**.**
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
7. **Student Voice:** the state-approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.
8. **Other:** *[Please provide any additional required definitions for this section.]*

**The Kentucky Framework for Teaching**

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher’s professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

**Required Sources of Evidence**

* + Professional Growth Planning and Self-Reflection
	+ Observation
	+ Student Voice
* Student Growth Percentiles and/or Student Growth Goals 2015-2016
* Other Measures of Student Learning possible examples (ACT, MAP, STAR, Brigance, etc.)
* Products of Practice
* Other Sources (e.g., surveys)

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



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-Maintaing Classroom Procedures** | **2d-Managing Student Behavior** | **2e-Organizing Physical Space** | **3a-Communicating with Students** | **3b-Questioning & Discussion Techniques** | **3c-Engaging Students in Learning** | **3d-Using Assessment in Learning** | **3e-Demonstrating Flexibility & Responsive** | **4a-Reflecting On Teaching** | **4b-Maintaining Accurate Records** | **4c-Communicating With Families** | **4d-Participating in Profess. Learning Comm.** | **4e-Growing & Developing Professionally** | **4f-Showing Professionalism** |
| **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** |  |  |  |  |  |  |

**Professional Practice**

**Professional Growth Planning and Self-Reflection**

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. The teacher (1) reflects on his or her current growth needs based on multiple sources of data and identifies an area or areas for focus; (2) collaborates with his or her administrator to develop a professional growth plan and action steps; (3) implements the plan; (4) regularly reflects on the progress and impact of the plan on his or her professional practice; (5) modifies the plan as appropriate; (6) continues implementation and ongoing reflection; (7) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

**Required**

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

 **District Decision**

* Certified personnel will complete Self-Reflection /PGP development and approval within the first nine-weeks of school.

**Observation**

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

**Observation Model**

**Required**

The observation model must fulfill the following minimum criteria:

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

**The Progressive Model (3&1 model)**

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

* Non-tenured will follow the progressive 3&1 model. This includes one full observation by the supervisor that is the final observation in the summative year and three mini observations with one being by the peer observer during the summative year.
* Tenured teachers will receive one full observation by the supervisor and three mini observations with one being by the peer observer during the summative year.

**Observation Conferencing**

**Required**

Observers will adhere to the following observation conferencing requirements

* Conduct post observation conference within five (5) working days.
* The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Full and Mini (Partial) evaluation:

* The administrator may determine that the pre-conference may be conducted through electronic written, or personal correspondence on full and mini evaluations, while post conferences will be done in person.

Timelines:

 Pre-conferences will be conducted within five (5) instructional days prior to the observation.

**Observation Schedule**

**Required**

* Observations may begin after the PGES training.
* Timeline for when observations must be completed will be April 1st.
* Timeline for completing summative evaluations for non-tenured teachers or teachers on a improvement/correction plan and submitting them to the Todd County Board of Education will be May 1st.

**Non-tenured Timeline:**

* **1st Observation: Begins after the evaluation training**
* **2nd Observation: Begins November 1st**
* **3rd Observation: Begins December 15th**
* **4th Observation: Begins February 15th**

**Tenured Timeline:**

 **Observation Cycle begins after the evaluation training and must be completed by April 1st.**

* Timeline for completing summative evaluations for tenured teachers and submitting them to the Todd County Board of Education will be May 1st.

**Observer Certification-Administrators**

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

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

**Required**

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

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

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

Observer Certification Process:

* **Todd County Board of Education will pay for each supervisor that will be evaluating faculty, to complete the certification based on KDE requirements. Evidence of successfully passing the certification requirements will be kept in the supervisor’s personnel file for documentation.**

**Observer Certification Support**

Considerations to ensure supervisors have the support needed to be successful in the proficiency system. Examples include

* A scaffolded approach, beginning with initial supports to ensure success during the first administration of the assessment, supports for those who do not pass after one attempt and, supports for those unable to pass the assessment after the second attempt and are subsequently locked out of the system for 90 days.
	+ These processes could include collaboration during the initial training (consider a cohort approach to initial certification), additional professional learning opportunities, and mentors.

Considerations the district will use to ensure teachers will have access to certified observers in cases where the supervisor is not certified through the proficiency system and therefore unable to conduct the observation.

* This may include district-level personnel or principals from another building (certified through the proficiency system) conducting the observation with the principal (modeling the process).
	+ It is important to note that observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

**Observer Calibration**

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice.

**Required**

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

 All certified observers will use Teachscape for calibration by August 1st of each year. The district will maintain evidence of calibration in the district personnel files.

**Peer Observation**

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

**Required**

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

**Local District Decision**

* Peer Observers will be selected based on a voluntary basis, taking into consideration teacher certification and common core areas in elementary, middle, and high school levels.
* A district pool of Peer Observers will be assigned from district office, based on grade level, content area, growth areas, and principal input.

 **Student Voice**

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

**Required**

* All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
* Student selection for participation must be consistent across the district.
* Results will be used to inform Professional Practice.
* Formative years’ data will be used to inform Professional Practice in the summative year.
* All teachers and appropriate administrative staff read, understand, and sign the district’s Student Voice Ethics Statement.
* The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
* The survey will be administered in the school.
* Survey data will only be considered when 10 or more students are respondents.
* District Student Voice Survey Point-of-Contact will be the District Assessment Coordinator.
* The principal, in collaboration with the teacher, will determine the group of students to participate in the survey, ensuring equal access to all students to be based on PGP goals, student growth goals, and accountability areas.

* The state approved Student Voice Survey will be administered during the window as established by the Kentucky Department of Education following the KDE student voice guide toolkit.

**Student Growth**

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

* 4th – 8th Grade
* Reading
* Math

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

YES

YES

YES

NO

NO

NO

**State Contribution – Student Growth Percentiles (SGP) – Applies to 20% of teachers**

**(Math/ELA, Grades 4-8)**

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

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

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

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

**Comparability**- Data collected for the student growth goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 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.

**Student Growth Goal Criteria**

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

**Rigor and Comparability of Student Growth Goals**

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

**Required**

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

**Local District Decision**

**Rigor**

* Select one of the following choices for demonstrating **Rigor**:
* OPTION A: Rigor Rubric

The district *[developed] [approved] [adapted]* rubric for assessing the rigor of all SGG.

* OPTION B: Peer-Review and/or Jury Process

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

* OPTION C: District-Defined Option

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

**Comparability**

 Include bothassurances for establishing **Comparability:**

* Administration Protocol

Describe an administration protocol for comparable administration procedures.

* Scoring Process
	+ Describe the protocol for comparable scoring processes and data collection.

**Determining Growth for a Single Student Growth Goal**

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

**Required**

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

**Local District Decision**

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

**Determining Growth for Multiple Student Growth Goals**

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

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

**Local District Decision**

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

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

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

**Required**

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

**Local District Decision**

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

**Determining the Overall Performance Category**

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

**Rating Professional Practice**

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

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

REQUIRED

* Observation
* Student Voice
* Professional Growth Plans and Self Reflection

OPTIONAL

* Other: District-Determined – Must be identified in the CEP
* Other Teacher Evidence

**PROFESSIONAL PRACTICE**

**DOMAIN RATINGS**

DOMAIN 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**PROFESSIONAL JUDGMENT**

DOMAIN 2: [I,D,A,E]

DOMAIN 3: [I,D,A,E]

DOMAIN 4: [I,D,A,E]

**Required**

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

**Rating Overall Student Growth**

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

STATE

* SGPs
* State Predefined Cut Scores

LOCAL

* SGG
* Maintain current process
* Rate on H/E/L

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

**Required**

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

**Local District Decision**

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

**Determining the Overall Performance Category**

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

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

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

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

**Criteria for Determining Overall Student Growth Rating**



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



**Required**

* Implement the Overall Performance Category process for determining effectiveness.

**Professional Growth Plan and Summative Cycle**

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

**PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS**

**RATING**

**LOW**

**EXPECTED**

**HIGH**

**THREE-YEAR CYCLE**

 **SELF-DIRECTED GROWTH PLAN**

* Goal set by teacher with evaluator input
* One goal must focus on low student growth outcome
* Formative review annually

**ONE-YEAR CYCLE**

**DIRECTED GROWTH PLAN**

* Goal(s) Determined by Evaluator
* Goals focus on professional practice and student growth
* Plan activities designed by evaluator with teacher input
* Summative review annually

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.
* Formative review annually.

**UP TO 12-MONTH IMPROVEMENT PLAN**

* Goal(s) determined by evaluator
* Focus on low performance area
* Summative at end of plan

**INEFFECTIVE**

**DEVELOPING**

**ACCOMPLISHED**

**EXEMPLARY**

**STUDENT GROWTH RATING**

**THREE-YEAR CYCLE**

**SELF-DIRECTED GROWTH PLAN**

* 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.

**PROFESIONAL PRACTICE RATING**

**THREE-YEAR SELF-DIRECTED CYCLE**

* Goal(s) set by educator with evaluator input
* Formative review annually

**Appeals**

According to 156.557 Section 9,

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

      (2) The appeal procedures shall be as follows:

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

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

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

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

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

**Required**

* Districts shall have an appeals process established.

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





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

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

**Roles and Definitions**

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

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

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

Professional Growth Plans and Self- Reflection

Site-Visits

Val-Ed 360°

Working Conditions Growth Goal

STANDARD 4: Organizational Management

**OVERALL PERFORMANCE CATEGORY**

**PROFESSIONAL PRACTICE**

**STUDENT GROWTH**

**PROFESSIONAL JUDGMENT**

**STANDARD RATINGS**

STANDARD 3: Human Resource Management

STANDARD 2: School Climate

STANDARD 1: Instructional Leadership

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

State Contribution – ASSIST/NGL Goal

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

Local Contribution – Student Growth Goals (SGGs) based on school need

AND

**PERFORMANCE TOWARD TRAJECTORY**

**STUDENT GROWTH RATINGS**

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

STATE CONTRIBUTION: High, Expected, Low Growth Rating

**PROFESSIONAL JUDGMENT & STATE-DETERMINED DECISION RULES** establishing a common understanding of performance thresholds to which all educators are held

STANDARD 6: Professionalism

STANDARD 5: Communication & Community Relations

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

**Principal Performance Standards**

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

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

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

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

* Other Measures of Student Learning
* Products of Practice
* Other Sources

**Professional Practice**

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

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

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

**Required:**

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

**Local District Decision:**

* Explain timeline for submission of PGP for principals/assistant principals.

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

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

**Required:**

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

**Local District Decision:**

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

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

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

**Required:**

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

**Local District Decision:**

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

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

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

**Required:**

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

**Local District Decision:**

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

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

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

**Local District Decision:**

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

**Student Growth**

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

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

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

**Required:**

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

**Local District Decision:**

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

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

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

**Required:**

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

**Local District Decision:**

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

**Determining the Overall Performance Category**

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

**Rating Overall Professional Practice**

**Required:**

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

**Local District Decision:**

* Describe timelines for rating professional practice.

STANDARD 6: [I,D,A,E]

STANDARD 5: [I,D,A,E]

REQUIRED

* Professional Growth Plans and Self-Reflection
* Site-Visit
* Val-Ed 360°/Working Conditions

OPTIONAL

* Other: District-Determined – Must be identified in the CEP

**PROFESSIONAL PRACTICE**

**DOMAIN RATINGS**

STANDARD 1: [I,D,A,E]

**SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE**

**PROFESSIONAL JUDGMENT**

STANDARD 2: [I,D,A,E]

STANDARD 3: [I,D,A,E]

STANDARD 4: [I,D,A,E]

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

**Professional Practice Decision Rules**



**Rating Overall Student Growth**

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

**Required:**

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

**Local District Decision:**

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

STATE

* ASSIST/NGL Goal

LOCAL

* Based on school need

**STUDENT GROWTH**

**STUDENT GROWTH RATING**

STUDENT GROWTH [H,E,L]

**SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH**

**PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS**

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

|  |  |
| --- | --- |
| **Growth Rating** | **Criteria** |
| **High** **DISTRICT DECISION** |  |  |
| **Expected**  |  |  |
| **Low** |  |  |

**Determining the Overall Performance Category**

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

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

**Professional Growth Plan and Summative Cycle**

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



**Sample Principal PGES Cycle**

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

**Two Year Cycle of the PPGES**

Administer Formative Val-Ed

Site-Visit by Superintendent

Mid-Year Review with Superintendent

Site-Visit by Superintendent

End-of-Year Review with Superintendent

2013-14

**Administer Summative Val-Ed**

**Review Accountability and ASSIST Goal Results** & Set SGG/PGP/Working Conditions 2-year Goal

Site-Visit by Superintendent

Site-Visit by Superintendent

Mid-Year Review with Superintendent

End-of-Year Review with Superintendent

2014-15

July 2014

**Review Accountability and ASSIST Goal Results** & Set SGG/PGP & Update Working Conditions 2-year Goal

**Administer TELL Kentucky**