Nelson County Schools

Certified Evaluation Plan

&

Professional Growth and Effectiveness System

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ASSURANCES
CERTIFIED PERSONNEL EVALUATION PLAN

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

This evaluation plan was developed by an evaluation (50/50) committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 days 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 a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually. The PGP goal(s) must be drawn from the domains of the Kentucky Adapted Framework for Teaching.

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

All tenured teachers will be evaluated on a minimum three year cycle.

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

Each evaluatee shall have both formative and summative evaluations. Copies of these will be given to the evaluatee and be held on file with their official personnel records.

The local evaluation plan provides for the right to a hearing regarding every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to the presence of the 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 _____.

_____   _____
Signature of District Superintendent   Date

_____   _____ Signature
of Chairperson, Board of Education   Date

Guiding Principles

KRS 156.101 requires the establishment of a program for evaluation of all certified employees. Guided by the vision of the Professional Growth and Effectiveness System (PGES), Nelson County Schools strives to have every student taught by an effective teacher and every school led by an effective principal. To this end, the Evaluation Committee has created the following guiding principles through which the Nelson County Certified Evaluation Plan and Professional Growth and Effectiveness System was created to:

- facilitate professional growth for all staff members.

- promote a culture of continuous improvement throughout the district.

- improve the quality of instruction for all students.

- recognize that assessing effective teaching requires multiple sources of evidence.

- assist certified employees in identifying, developing and implementing a meaningful professional growth plan.

- evaluate all certified personnel in the school district in a fair and consistent manner based on researched-based standards.

- help identify the strengths and weaknesses of instructional practices for all teachers.

- guide and support personnel decisions.

Evaluation Plan (50/50) Committee Members

Tim Beck .... Director of Elementary Instruction
Stephanie Dietrich .... Director of Secondary Instruction
Wes Bradley .... Principal: Thomas Nelson High School
Dr. Jennifer Miller .... Principal: Principal Old Kentucky Home Middle School
Dr. Jan Lanham .... Principal: Cox's Creek Elementary School
Shelley Badgett .... Principal: The New Haven School
John Hammond .... Teacher: Thomas Nelson High School
Jessica Scheerhorn .... Teacher: Cox's Creek Elementary School
Randi Jury .... Teacher: Old Kentucky Home Middle School
Anne Cox .... Teacher: Bloomfield Elementary School
Cathy Simms .... Teacher: The New Haven School
Karla Kunze .... Teacher: Horizons Academy

DEFINITIONS

1. **Administrator:** An administrator who devotes the majority of employed time in the role of principal or assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **CEP:** Certified Evaluation Plan
3. **CIITS EDS:** Continuous Instruction Improvement Technology System Educator Development Suite. A web site for collection and sharing instructional and growth data.
4. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation. Specific assistance and activities are identified and progress is monitored.
5. **Directed Assistance:** Guidance, assistance, support, and oversight provided by the primary evaluator for a certified employee in an effort to prevent/avoid the need for a corrective action plan. The Directed Assistance Plan is a plan of intervention initiated by the primary evaluator when concern over a certified employee's performance is signaling the need for a corrective action plan.
6. **Documentation:** Artifacts created in the day-to -day world of running a school that can provide evidence of meeting the performance standard.
7. **Educator Development Suite (EDS):** A component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of certified employee.
8. **Evaluatee:** District/School personnel being evaluated.
9. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
10. **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 on predetermined criteria, through periodic observations and other documentation such as portfolios, peer reviews, products, and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.
11. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
12. **Full Observation:** A scheduled observation conducted for the full class period utilizing the KY Framework for Teaching with the purpose of gathering evidence for the employee's summative evaluation. The scores are entered into CIITS EDS.
13. **Mini Observation:** An observation for an abbreviated time during a class period utilizing the KY Framework for Teaching with the purpose of gathering evidence for the employee's on-going evaluation. This observation may or may not be scheduled. The scores are entered into CIITS EDS.
14. **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.

15. **Kentucky Framework for Teaching:** The document adapted from work of Charlotte Danielson indicating the domains, components, and descriptors for which certified personnel will be evaluated.

16. **Local Contribution:** A rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e., trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG).

17. **Incident Report:** A document to note any issue of not following protocol(s), practice(s), procedure(s), and/or policies for the school / district.

18. **Informal Observation:** An observation whereby the evaluator observes unannounced. If this observation is to be used as part of the evaluation process, then there will be a conference within five working days of the observation. 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.

19. **Instructional Coach:** A certified staff member that supports teachers through modeling instructional practices, peer observations, collaborating, organizing, and mentoring for the purpose of improving student achievement.

20. **Local Student Growth Goal:** The rating based on the degree to which a teacher meets the growth goal for a set of students over a specified time period. This rating is based on each teacher's required Student Growth Goal (SGG).

21. **Observation:** Documentation and feedback on a teacher's professional practices and observable behaviors.

22. **Other Support Staff**: Any certified staff other than teacher or administrator.

23. **Overall Student Growth:** The overall growth rating assigned when combining the Student Growth Goal with the Student Growth Percentile ratings.

24. **Peer Observer:** Observation and documentation by a trained colleague, such as an Instructional Coach, that is selected as described in the district's Professional Growth and Effectiveness System plan. This person observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice**.**

25. **Pre-observation Conference:** A meeting involving the evaluator and the person being evaluated for the purpose of reviewing performance criteria, reviewing procedures and data collection, etc., reviewing lesson plans (if appropriate) and scheduling observation(s) (if appropriate).

26. **Professional Growth Goal:** Measurable goal written by certified employee using established guiding questions and meeting the established criteria checklist.

27. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills; 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; and is produced in consultation with the evaluator.

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

29. **Professional Growth Plan:** A plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The
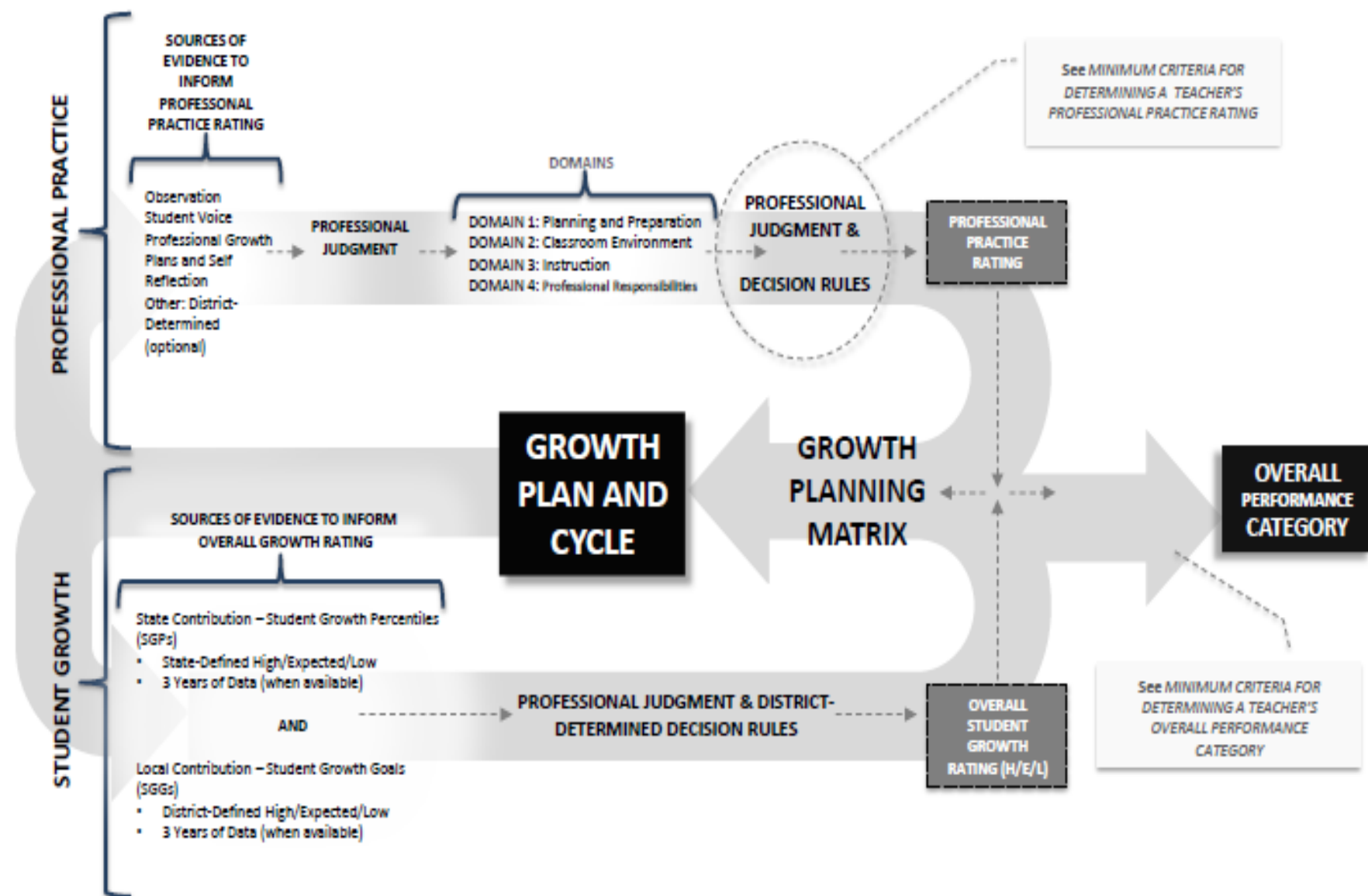
individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development or consolidated plan.

30. **Rating:** Teacher will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Kentucky Adapted Framework for Teaching.
31. **Self-Reflection:** 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.
32. **SMART Goal Criteria:** An acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-Bound).
33. **State Contribution:** A rating based on each student's rate of change compared to other students within a similar test score history (academic peers) expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.
34. **Summative Evaluation:** The summary of, and conclusions from, all evaluation 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 report on district adopted evaluation forms.
35. **Teacher**: Any certified staff person who directly instructs students.
36. **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.
37. **State Student Growth Percentile:** The state's 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. K-PREP provides this data in reading and math for grades 4-8.
38. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
39. **Student Growth Goal:** A measurable goal(s) written by the certified employee who measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
40. **Student Growth Goal Ratings:** A rating assigned to student growth based on a rubric indicating high, expected, or low growth.
41. **Student Voice:** The state-approved student perception survey, administered annually that provides data on specific aspects of the classroom experience and of teaching practice from the students' point of view.
42. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
43. **Walkthrough Observation:** When any administrator or instructional coach visits a classroom for the purpose of helping to improve the instructional practice of the employee or school. Scores are NOT completed in CIITS EDS. The evidence from the visit may or may not factor into an employee's evaluation.
44. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

Overview of Evaluation Plan

1. Within the first 30 calendar days of reporting for employment, each employee shall be trained on and provided a copy of Nelson County Certified Evaluation plan.

2. Non-tenured teachers shall be evaluated annually.

3. Tenured personnel, other than administrators, shall have a summative evaluation at a minimum of every three years. The principal may choose to formally evaluate a tenured employee annually. Summative evaluations for all tenured and non-tenured personnel will be submitted to the Central Office no later than April 15th.

4. All administrators shall be evaluated annually.

5. Self-Reflections and Professional Growth plans can be created and approved as early as May 1st, but no later than October 1st of the ensuing year.

6. In the event that a certified staff member scores Ineffective on any of the four (4) Kentucky Framework for Teaching domains on the summative evaluation form, an Individual Corrective Action Plan will be developed by the principal in consultation with the Superintendent or his/her designee. The Corrective Action Plan will remain in effect until the outlined conditions written in the plan are met successfully.

7. Other certified personnel, not evaluated through PGES, will be evaluated as outlined in the Other Certified Personnel section of the evaluation plan.

8. The superintendent shall be evaluated annually by the school board members pursuant to appropriate KRS and KAR provisions.

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

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE RATING

Observation
Student Voice
Professional Growth Plans and Self Reflection
Other: District-Determined (optional)

PROFESSIONAL JUDGMENT

DOMAINS

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

PROFESSIONAL JUDGMENT & DECISION RULES

PROFESSIONAL PRACTICE RATING

See *MINIMUM CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING*

GROWTH PLAN AND CYCLE

GROWTH PLANNING MATRIX

OVERALL PERFORMANCE CATEGORY

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM OVERALL GROWTH RATING

State Contribution – Student Growth Percentiles (SGPs)
- State-Defined High/Expected/Low
- 3 Years of Data (when available)

AND

Local Contribution – Student Growth Goals (SGGs)
- District-Defined High/Expected/Low
- 3 Years of Data (when available)

PROFESSIONAL JUDGMENT & DISTRICT-DETERMINED DECISION RULES

OVERALL STUDENT GROWTH RATING (H/E/L)

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

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	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	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility &	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning	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															

Principles and Practice

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

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

      Action
- ✓ All staff will be trained on the Kentucky Framework for Teaching and the Nelson County Certified Evaluation Process within thirty (30) days of reporting for employment. This shall occur prior to the implementation of the evaluation plan.

II.   **Professional Growth Planning and Self-Reflection** will address areas of growth aligned to the Kentucky Framework for Teaching. The plan will use multiple sources of data and will begin with 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 that shall be aligned with the specific goals and objectives of the school improvement plan and shall be reviewed bi-annually at a minimum. The type of growth plan is determined by the Profession Growth Planning Matrix (APPENDIX C).

Actions
- ✓ Certified staff member will complete the self-reflection form within CIITS EDS based on his/her current growth needs as evidenced by multiple sources of data and will identify an area or areas for growth. This may occur as early as May 1st of the current year, but no later than October 1st of the ensuing year.
- ✓ May 1st of the current year, but no later than October 1st of the ensuing year, staff will collaborate with their principal to complete their Professional Growth Plan in CIITS EDS. The type of growth plan is determined by the Growth Planning Matrix (APPENDIX C).
- ✓ Mid-Year Review: Professional Growth Plans shall be reviewed and modified as appropriate.
- ✓ End of year: Summative reflections on professional growth plan and implications for next steps are established. All updates and reflections are to be recorded within CIITS EDS.

III. **Observations:** The observation process is one source of evidence to determine teacher effectiveness that includes both supervisor and peer observations for each certified teacher. Peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform 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. The immediate supervisor of the certified school employee (principal/assistant principal) shall be designated the primary evaluator. Additional administrative personnel may be used in addition to the primary evaluator to observe and collect date. All monitoring or observation of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator. The evaluation will not be limited to formal observations.

- • **Observation Certification and/or Calibration:** To ensure consistency of observations, each evaluator will be certified according to a state approved vendor. Certification will occur in the following cycle for individual observers: Certification in year one (1), recalibration in years two (2) and three (3), followed by full recertification in year four (4). In the event that a supervisor has yet to complete or does not pass the proficiency assessment for certification or

calibration, the Superintendent or his/her designee will appoint a certified or calibrated evaluator as a mentor and substitute observer. This mentor, who has passed the initial certification process, will meet periodically with the non-certified supervisor to review training modules and give advice regarding the certification process. This observer will ensure teachers have access to observations and feedback. For observation data provided by a substitute observer to be considered a valid source of evaluative evidence, the non-certified supervisor must participate (passively) in all observations, post-conferences, and pre-conferences. Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor's role.

- **Observational Model:** All certified staff shall be on the 3&1 observations model of a one (1) or three (3) year cycle. In this model, observers will conduct three (3) mini observations; two (2) from the administrator and one (1) from a peer observer of approximately 20-30 minutes each. Because the mini observations 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 in the 3&1 model will be (1) full observation by the administrator, consisting of a full class or lesson. This model represents the minimum observations needed for summative evaluations.

Sample one (1) year cycles			
Mini (supervisor)	Mini (supervisor)	Mini (Peer)	Full (supervisor)
Mini (supervisor)	Mini (Peer)	Mini (supervisor)	Full (supervisor)
Mini (Peer)	Mini (supervisor)	Mini (supervisor)	Full (supervisor)
Sample three (3) year cycle			
Year 1	Year 2	Year 3	
Mini (supervisor)	Mini (supervisor)	Mini (Peer)	Full (supervisor)

Note: In the one (1) or three (3) year cycle, a mini (Peer) and the Full (supervisor) ***must occur in the summative year*** with the Full (supervisor) as the final observation in the cycle.

- **Observational Cycles:** Non-tenured will follow the 3&1 model on a one (1) year cycle. Tenured teachers may follow a three (3) year cycle with the 3&1 model, or may be placed on a one (1) year cycle as determined by the administrator.

- **Observation Documentation:** All formal observations shall be documented in CIITS EDS.

- **Observation Process:** All formal full or mini observations shall include a pre-conference either electronically or in person and be followed with an in person post-observation conference. The post-conference shall occur within five (5) school days and must be held in person. All preconferences shall occur no earlier than five (5) school days before an observation. The results of informal observations or walkthroughs are not required to be documented in CIITS EDS, but may be noted on the summative evaluation.

Actions

✓ Evaluators must be certified or calibrated on the observational process through a state approved model.

✓ Observations may begin after certified staff member has been trained on the Nelson County Certified Evaluation Plan within the first thirty (30) days of reporting to work.

✓ The principal will make the determination of the certified staff member's observational cycle. This will be a one (1) or three (3) year cycle.

✓ Non-Tenured and other staff on a one (1) year summative cycle must receive four (4) observations. A minimum of three (3) observations conducted by the supervisor and one (1) observation conducted by the peer observer.

✓ A peer observation shall occur in the summative year.

✓ The final observation shall be conducted by the supervisor and is a full observation.

✓ All observations must be documented in CIITS EDS.

✓ All non-tenured summative evaluations must be completed and submitted to central office by April 15th.

✓ All tenured summative evaluations must be completed and submitted to central office by May 15th.

✓ Evaluators recommend to Superintendent any non-renewals in writing by April 15th.

IV. **Peer Observers** 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.

- **Participants** for peer observers will include all certified staff and Instructional Coaches.

- **Training and certification** will occur through the state approved peer observer training modules. Training certification will last for 3 years and then observers must be retrained using a state approved module. Certification for peer observer must be kept on file at each school.

Actions
- ✓ All certified staff and administrators will be trained in the state approved peer observer modules by October 1ˢᵗ.
- ✓ All Teacher swill have access to a certified peer observer.
- ✓ All staff members will sign the Permission to Share Student Voice Data form and make their decision to share or not share this data with their evaluator.
- ✓ Principals, in consultation with the Superintendent or designee, will assign trained peer observers from the pool of districtwide certified staff, including Instructional Coaches.
- ✓ Peer observations shall occur for all certified staff during their summative year.
- ✓ Peer observations may occur for all certified staff in their formative year.
- ✓ All peer observations will be documented in CIITS EDS.

V. **Student Voice Survey** is a confidential online survey that collects student feedback on specific aspects of the classroom experience and teaching practice from the student's point of view. The results from the student voice survey will be used to inform professional practices. The superintendent will select a Student Voice Point of Contact for the district.

- **Determination of participants** Elementary certified staff will use their identified homeroom sections for the student voice survey. Secondary certified staff sections for survey will be determined by principal. Teachers must have a minimum of ten (10) students to participate. Students must have been enrolled a minimum of thirty (30) calendar days to participate. In the case that a teacher does not have a sufficient roster size to participate in the survey (minimum of 10), student voice data will not be used as a source of evidence to inform the teacher's professional practice rating.

- **Administration** of the student voice survey shall take place between 7:30am-4pm and be administered in the school of the student's enrollment. A certified staff member may not administer the survey to a class in which the student voice data pertains to them.

- **Accommodations** such as readers or the use of technological devices will be made for all students as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.

Actions
- ✓ All certified staff and appropriate administrative staff shall read, understand, and sign the Student Voice Confidentiality Agreement (Appendix A).
- ✓ Each certified staff, with his/her administrator, will identify his/her student voice group and develop a plan to administer the survey to students.
- ✓ The student voice survey will be completed during the district-identified Student Voice window within the second semester.

VI. **Student Growth Goals:** The student growth measure is comprised of two possible contributions: a state contribution and a local contribution.

- **The state contribution** is reported using Student Growth Percentiles (SGP). The state contribution only pertains to teachers in the following content areas and grade levels participating in state assessments: 4th – 8th Grade, Reading and Math. The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The median SGP for a teacher's class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

- **The local contribution** uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. 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 (e.g. semester) as indicated in the teacher's Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student involvement).

State Contribution	Local Contribution
Math and/or Reading teacher in grades 4th-8th	All Teachers

- **Student Growth Goal Criteria:** The Student Growth Goal must…
  - be congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
  - include both a growth and proficiency component.
  - represent or encompasses an *enduring skill*, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
  - allow high- and low-achieving students to adequately demonstrate their knowledge.
  - provide access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

- **Rigor and Comparability of Student Growth Goals:** Student Growth Goals must be evaluated and deemed rigorous and comparable through the use of the Student Growth Goal Rigor and Comparability Protocol (Appendix D) and the Goals that do not meet this criteria must be revised and resubmitted to the principal before being approved in CIITS EDS.

Actions
- ✓ All teachers will write a student growth goal to be submitted within CIITS EDS by October 1st.
- ✓ All student growth goals will be evaluated for rigor and comparability using the defined district protocol (Appendix D) within a school-level defined process.

VII. **Determination of Student Growth:** The state approved ranking for the level of student growth during the school year is High, Expected, & Low. Growth will be evaluated in terms of proficiency and overall growth. There are a number of ways to evaluate the academic growth of students from the beginning of the school year to the end. It is imperative that student academic growth is monitored throughout the school year enabling sound instructional decisions to be made that enhance student learning. The agreed upon level of growth for each student growth goal should be a collaborative process between the certified teacher and principal. The following methods may be used for rating SGGs High, Expected, or Low growth. This is not an exhaustive list and the principal and certified teacher with assistance from the central office staff, may develop a more appropriate method when needed.

- **Pre-Test/Post-Test with Cut Scores:** Teachers could use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions and should include a mid-year data point and

reflection of instruction as well. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

- **Repeated Measures Design:** Teachers could maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The teacher and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG. For example, early reading teachers may complete weekly running records to track the number of errors that a student makes when reading a text. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance. Teachers will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment. For example, students could make large gains over the duration of the goal on a weekly quiz of state capitals without significant growth in knowledge of geography. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

- **Holistic Evaluation:** Teachers could utilize a holistic evaluation of student growth by combining aspects of a pre- and post-test model with the regularity of a running records/repeated measures approach. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section. Teachers will use a district approved "growth rubric" that assesses growth across multiple samples collected systematically spanning the duration of the goal for a holistic evaluation designed to compare two or more examples of student work. It is okay that there may be no mathematical calculation that results in a growth score, such as taking the difference between two scores or calculating the average growth between administrations at select points in time. Rather, the rater determines what level of growth the work demonstrates by applying the growth criteria to multiple work samples. A rubric should include a detailed description of what growth looks like. This should be a collaborative process between the principal, certified teacher, and Chief Academic Officer as needed.

- **Proficiency Component**

High	>90%
Expected	80%
Low	<80%

- **Growth Component**

High	>10%
Expected	+/-10%
Low	Did not meet and fell lower than 10% from Goal

- **Overall Local Growth Rating:** The matrix below will be used to assign the overall rating of the growth goal by the building level evaluator.

Proficiency Component	High	Expected	High	High
	Expected	Expected	Expected	High
	Low	Low	Expected	Expected
		Low	Expected	High
		Growth Component		

Actions
- ✓ All teachers will write a student growth goal to be evaluated by their principal for growth and proficiency using the adopted matrix.

VIII. **Products of Practice** 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 of the Kentucky Framework for Teaching. Evidence provided in support of educator practice must include data from the following:

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

Additional evidence provided in support of educator practice may include anything from the following list (not a comprehensive list):

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

Actions

- ✓ Both teachers and evaluators share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be "products of an educator's work that demonstrate knowledge and skills of the educator." In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.

IX. **Determination of Overall Performance Category** is the responsibility of the evaluator for each teacher at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, and decision rules that establish a common understanding of performance thresholds to which all educators are held. What follows is a description of each component used to inform the Overall Performance Category.

- **Rating Professional Practice:** The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. 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.

- Professional Practice Rating

I=Ineffective, D=Developing, A=Accomplished, E=Exemplary
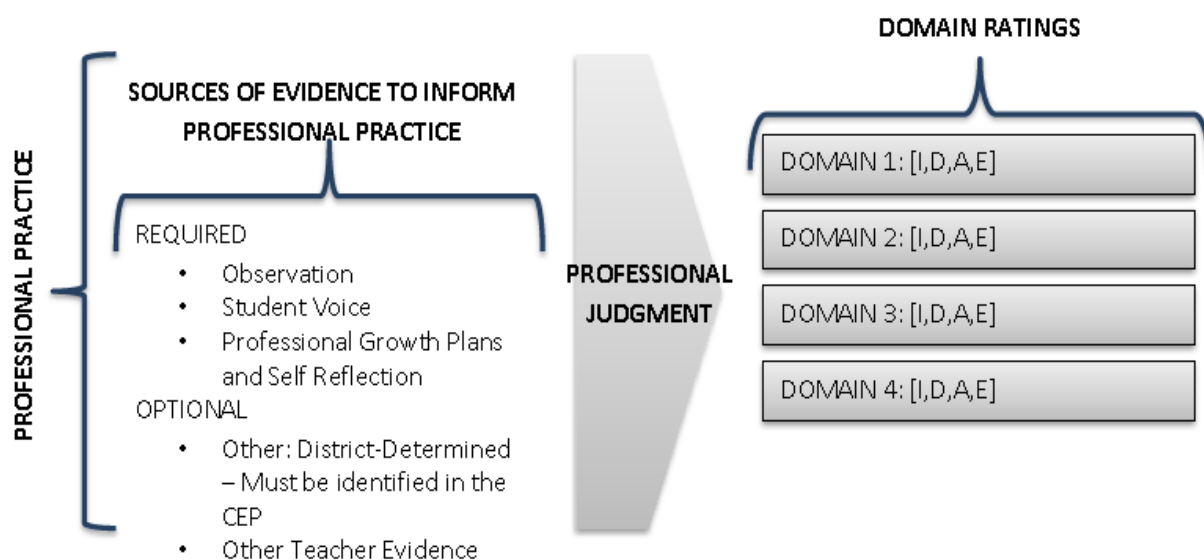
- **Criteria for Determining Professional Practice Rating**

If…	Then…
Domains 2 and 3 are rated INEFFECTIVE	Profession Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Profession Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Profession Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Profession Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Profession Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Profession Practice Rating shall be EXEMPLARY

- **Student Growth Rating**
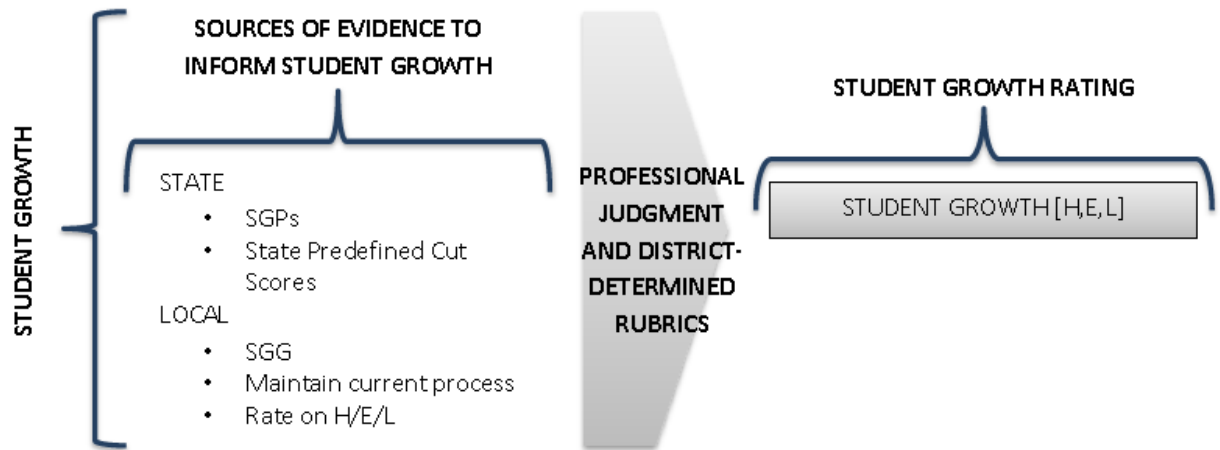
- **Overall Decision Matrix for State and Local Growth Combined**

STATE GROWTH				
	High	Expected	High	High
	Expected	Expected	Expected	High
	Low	Low	Expected	Expected
		Low	Expected	High
		LOCAL GROWTH		

STATE CRITERIA FOR DETERMINING
OVERALL PERFORMANCE CATEGORY

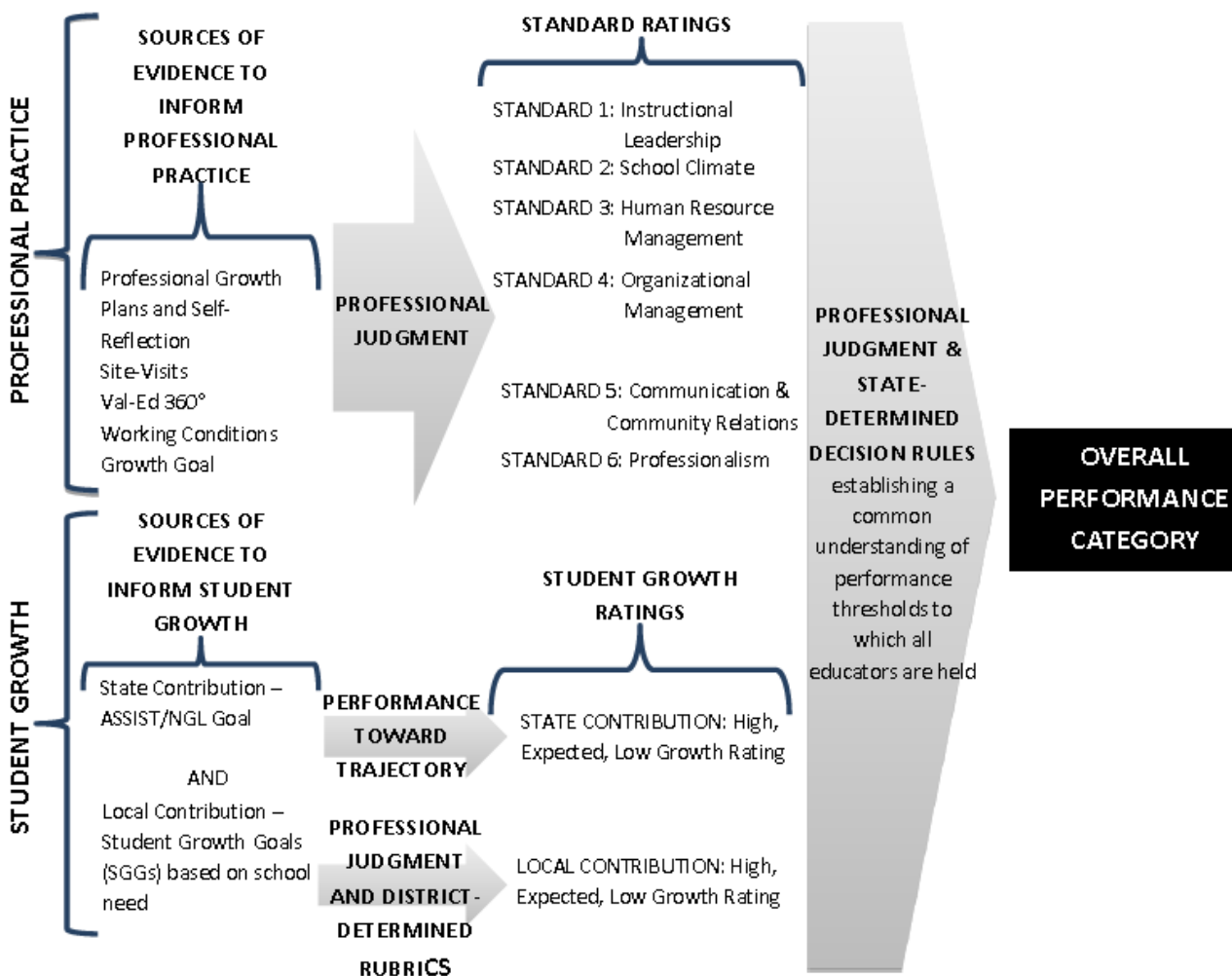| Professional Practice Rating	Student Growth Rating	Overall Performance Category
Exemplary	High OR Expected	EXEMPLARY
	Low	ACCOMPLISHED
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

Actions

- ✓ The evaluator will determine the individual domain ratings for professional practice through the use of multiple sources of evidence, professional judgment, and the application of the state criteria for determining professional practice.
- ✓ The evaluator will determine the student growth rating using sources of evidence, professional judgment, and the Overall Decision Matrix for State and Local Growth Combined. Staff members that do not have state and local goals will use only the Overall Local Growth Rating
- ✓ Evaluators will implement the State Criteria for Determining Overall Performance Category process for determining effectiveness.
- ✓ Evaluators will apply State Overall Decision Rules for determining educator's Overall Performance Category.
- ✓ All ratings must be recorded in CIITS EDS.

PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM (PPGS)

Overview and Summative Model

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

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

Professional Growth Plans and Self-Reflection
Site-Visits
Val-Ed 360°
Working Conditions Growth Goal

PROFESSIONAL JUDGMENT

STANDARD RATINGS

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

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

State Contribution – ASSIST/NGL Goal

AND

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

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATINGS

STATE CONTRIBUTION: High, Expected, Low Growth Rating

LOCAL 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

OVERALL PERFORMANCE CATEGORY

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

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

Actions:
- ✓ Evaluators MUST use the following categories of evidence in determining overall ratings:
  - o Professional Growth Planning and Self-Reflection
  - o Site-Visits
  - o Val-Ed 360° or Working Conditions Goal (Based on TELL KY)
  - o State and Local Student Growth Goal data

- ✓ Evaluators MAY use the following categories of evidence in determining overall ratings:
  - o Other Measures of Student Learning
  - o Products of Practice

III. **PPGES Professional Growth Plan:** All principals and assistant principals will participate in self-reflection and professional growth planning each year. This 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. A copy of the summative evaluation report will be given to the administrator. The summative evaluation report will be placed in the administrator's file in the Central Office. Information will be housed in the Educator Development Suite of CIITS.

- **Leadership Survey:** (completed for principals – not completed for Other Building Level Administrators) The leadership survey such as 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 Leadership Survey. The results of the survey will be included as a source of data to inform each principal's professional practice rating.
  - o Leadership Survey will be administered in the year that TELL Kentucky is not administered.
  - o Results will be used in administrator's self-reflection and evidence of professional growth.
  - o In addition to the school administrator, the District POC and administrator's supervisor will have access to Leadership Survey.

- **Working Conditions Goal:** (Inherited by Other Building Level Administrators) Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey.
  - o A minimum of one Working Conditions Goal will be developed in collaboration with the supervisor of the principal.
  - o The Working Condition Goal template, adapted from the form provided by the state, will be used to guide mid-point review.
  - o Additional surveys and evidence may be used to inform the Working Conditions Goal.
  - o The rubric is established when setting the WC Growth Goal in collaboration with the Supervisor. An "Accomplished" result is the expected outcome from the goal.

WORKING CONDITIONS GROWTH GOAL RUBRIC			
Ineffective	**Developing**	**Accomplished**	**Exemplary**
Below established baseline	Below 10% of WC Growth Goal without going below the established baseline	Meets WC Growth Goal within 10% or 80%-89% staff agreement on identified goal	Above WC Growth Goal or 90% or above staff agreement on identified goal

- Professional Growth Plan/Self-Reflection Timeline

First Thirty (30) work days	Evaluation criteria and process used to evaluate shall be explained
First Ninety (90) work days	Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan
Fall Semester	Superintendent Conducts a Site Visit with on-going principal/asst. principal self-reflections
Mid-Year	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
March	Completion of TELL or VAL-ED Survey
Spring Semester	Superintendent conducts a Site Visit with on-going principal/asst. principal self-reflections
June 15	Summative reflection and evaluation

Actions
- ✓ Administrators who are participating in a required internship shall follow all rules and regulations as set forth by the Beginning Principal Internship Program 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR: 3:345 and KRS 161:027. All other administrators will be evaluated annually.
- ✓ An individual growth plan will be developed within the first 90 days of the school year or employment. This plan may be an enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.
- ✓ The superintendent will appoint a Val-Ed point of contact within the district.
- ✓ The summative evaluation for administrators will be completed by June 15th and a copy will be given to the administrator.
- ✓ The summative evaluation report will be placed in the administrator's file in the Central Office. Information will also be housed in the Educator Development Suite of CIITS.

IV. **PPGES Products of Products of Practice/Other Sources of Evidence**
- Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains. Other sources of evidence may include the following:
  - o SBDM Minutes
  - o Faculty Meeting Agendas and Minutes
  - o Department/Grade Level Agendas and Minutes
  - o PLC Agendas and Minutes

- o Leadership Team Agendas and Minutes
- o Instructional Round/Walk-through documentation
- o Budgets
- o EILA/Professional Learning Experience documentation
- o Surveys
- o Professional Organization Memberships
- o Parent/Community Engagement Surveys
- o Parent/Community Engagement Events documentation
- o School schedules
- o Other

V. **PPGES Student Growth:** The principal will set two Student Growth Goals, one state contribution and one local contribution. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant principals will inherit the SGG (both state and local contributions) of the principal.

- **State Contribution:** Next Generation Learners (NGL) Goal Based on Trajectory (Goal Inherited by Other Building Level Administrators). Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan. 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 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. Principals will review goals and objectives in their School Report Card. Principals will select a goal from the report card to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory. The principal will then collaborate with the superintendent (or designee) to determine what percentage of the overall trajectory will be targeted for student growth during the current school year. The principal and superintendent (or designee) must then agree to the specific strategies the principal will implement to reach the objective percentage. These are strategies which the principal himself/herself will implement. These strategies are addressed in the original CSIP document. The principal will work in collaboration with his/her supervisor to determine interim trajectory goals.

- **Local Contribution:** This is based on School Need (Goal inherited by Other Building Level Administrators). 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. Each principal will create a minimum

of one local growth goal, developed in collaboration with his/her supervisor. The process to develop the local goal includes:

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

NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal)		
Low	**Expected**	**High**
No forward progress or progress declines	• Forward Progress toward Goal; and/or • Classification as a Proficient or Distinguished School	• Meets or Exceeds Achievement Goal; and/or • Categorized as a School of Distinction

GAP GOAL RUBRIC (Can be used for State and/or Local Goal)		
Low	**Expected**	**High**
No forward progress or progress declines	Forward Progress toward Goal	Meets or Exceeds Goal

VI. **PPGES 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:** 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/Other Building Level Administrators, 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:

CRITERIA FOR DETERMINING A PRINICPAL OR OTHER BUILDING LEVEL ADMINISTRATOR'S PROFESSIONAL PRACTICE RATING

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

- **Rating Overall Student Growth**

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.
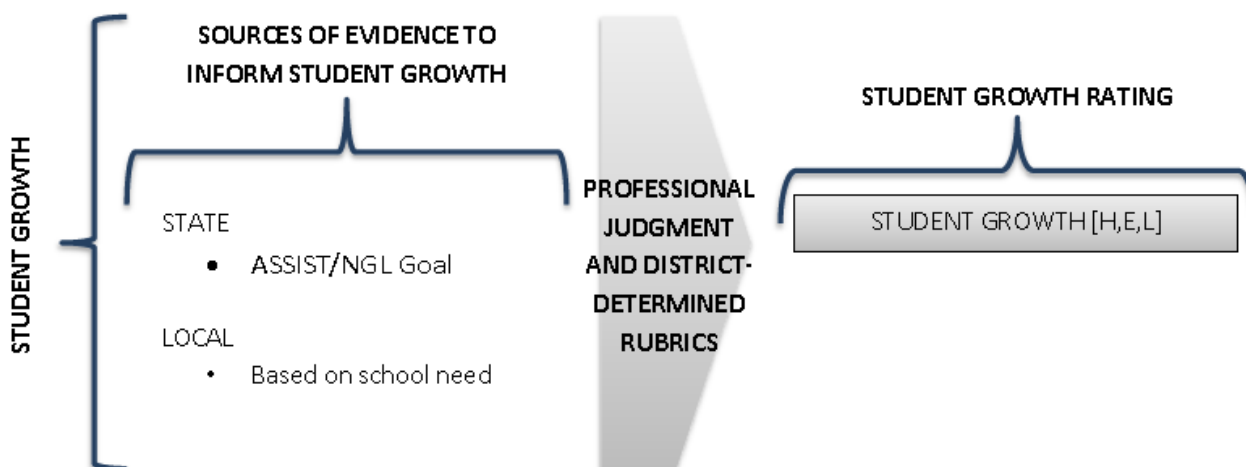
PRINCIPAL AND OTHER BULDING LEVEL ADMINISTRATOR COMBINED STUDENT GROWTH RATING		
LOCAL SGG RATING	STATE ASSIST/NGL GOAL RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

2 years of data	Weight
Current Year	50%
Prior year	50%

3 years of data	Weight
Current Year	50%
Prior year	25%
Prior year	25%

To determine the weighted average, a numerical point value will be assigned to each year's student growth rating and then multiplied by the weighted percentage.

Student Growth Rating	Numerical Point Value
Low	1 point
Expected	2 points
High	3 points

The resulting weighted points are then added together to determine the total numerical score. This score will determine the overall student growth rating for the summative cycle as follows.

Summative Cycle Overall Student Growth Rating	Numerical Score
Low	1.0 - 1.49
Expected	1.50 - 2.49
High	2.50 - 3.0

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

PRINCIPAL AND OTHER BULDING LEVEL ADMINISTRATOR OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	**OVERALL PERFORMANCE RATING**
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Developing
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Ineffective
	Expected	Ineffective
	Low	Ineffective

- **Professional Growth Plan and Summative Cycle:** Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal.
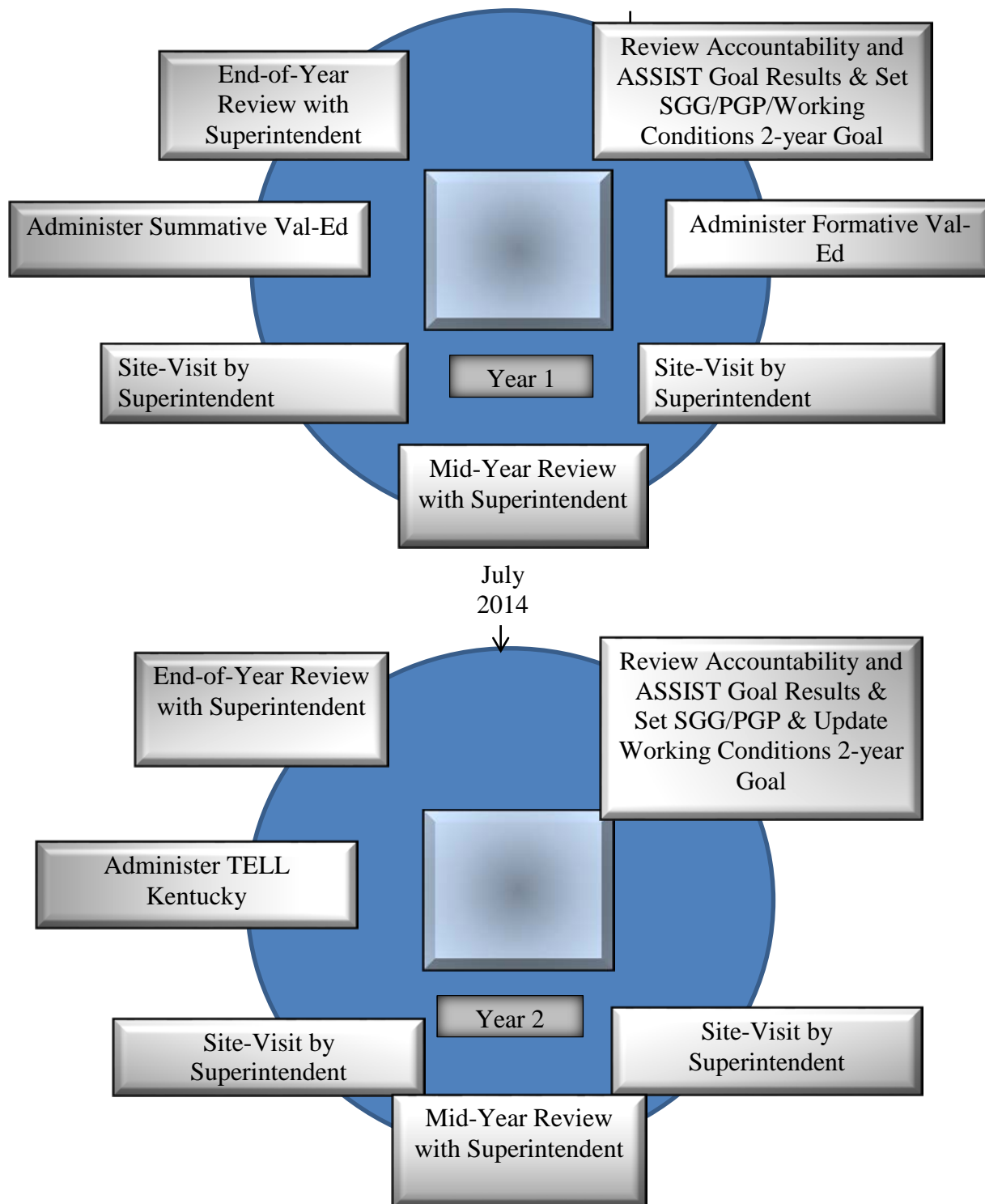
KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

PROFESIONAL PRACTICE RATING

EXEMPLARY

Shall have a minimum of a Professional Growth Plan developed by Evaluator

Shall have a minimum of a Professional Growth Plan developed by Evaluatee

ACCOMPLISHED

DEVELOPING

Shall have a minimum of a Professional Growth Plan developed by Evaluator

Shall have a minimum of a Professional Growth Plan developed by Evaluatee

INEFFECTIVE

Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.

LOW   EXPECTED   HIGH

Principal PGES Cycle

The following chart shows the required components for principals and Other Building Level Administrators over the two year process.

All Principals and Other Building Level Administrators will be evaluated every year.

Two Year Cycle of the PPGES

End-of-Year Review with Superintendent	Review Accountability and ASSIST Goal Results & Set SGG/PGP/Working Conditions 2-year Goal
Administer Summative Val-Ed	Administer Formative Val-Ed
Site-Visit by Superintendent	**Year 1**	Site-Visit by Superintendent
	Mid-Year Review with Superintendent	

July 2014

End-of-Year Review with Superintendent	Review Accountability and ASSIST Goal Results & Set SGG/PGP & Update Working Conditions 2-year Goal
Administer TELL Kentucky	
Site-Visit by Superintendent	**Year 2**	Site-Visit by Superintendent
	Mid-Year Review with Superintendent	

34

Evaluation of other Certified Personnel and Appeals

The Superintendent shall implement the Certified Evaluation System as adopted by the Board and the Kentucky Department of Education in compliance with applicable statute and regulation.[1]

PURPOSES

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

NOTIFICATION

The evaluation criteria and evaluation process to be used shall 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.

REVIEW

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the building level Principal's office with a copy to be placed in the Central Office.[2]

FREQUENCY

Administrators and non-tenured teachers shall be evaluated at least once annually. Tenured teachers shall be evaluated at least once every three (3) years.

APPEAL PANEL

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

ELECTION

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

TERMS

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

CHAIRPERSON

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

PERSONNEL   03.18
(Continued)

Evaluation

APPEAL TO PANEL

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

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

APPEAL FORM

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

CONFLICTS OF INTEREST

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

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

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

BURDEN OF PROOF

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

HEARING PANEL

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

SUPERINTENDENT

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

HEARING PROCEDURES

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

PERSONNEL   03.18
(Continued)

Evaluation

REVISIONS

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

REFERENCES:

[1]KRS 156.557, 704 KAR 003:345
OAG 92-135, Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

RELATED POLICIES:

[2]03.15, 02.14, 03.16

Adopted/Amended: 07/18/2006

PERSONNEL   03.18 AP.11

-CERTIFIED PERSONNEL-

Appeals/Hearings

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.

APPEALS

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

1. Both the evaluatee and evaluator shall submit four (4) copies of the documentation at a scheduled pre-hearing to be reviewed by the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be locked in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel will be available to both parties at the hearing.

2. There will be an opportunity, reasonably in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the Appeals Panel. The Panel will meet at a scheduled time and place, review all documents, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by panel members during the hearing.

3. The hearing will be held at a time and place set by the panel within twenty (20) working days of the request for an appeal. The evaluatee and evaluator will be notified of said time and invited to appear before the Panel, respond to the appeal, and answer questions from Panel members during the hearing.

4. "Right to presence of evaluatee's / evaluator's chosen representative" shall be recognized during the hearing.

5. The hearing will be audiotaped and a copy provided to both parties if requested in writing. The original will be maintained by the District.

6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses or chosen representative will be present at the hearing.

7. Testimony from all witnesses must be submitted at the pre-hearing in the form of a notarized affidavit.

Appeals/Hearings

HEARINGS

The following procedures will be followed during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, cover procedures, and clarify the Panel's responsibilities.

2. Each party will be allowed to make a statement of claim. The evaluatee will begin.

3. The evaluatee may present relevant evidence in support of the appeal.

4. The evaluator may present evidence in support of the summative evaluation.

5. The Panel may question the evaluatee and evaluator.

6. Each party (evaluator and evaluatee) will be asked to make closing remarks.

7. The chairperson of the Panel will make closing remarks.

8. The Panel will deliberate and issue its written findings within fifteen (15) working days of the hearing.

9. The decision of the Panel may include but not be limited to, the following:

   a. Voiding the appeal.

   b. Voiding all parts of the evaluation.

   c. Voiding some parts of the evaluation.

   d. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.

10. The written findings and decision will be presented to each the evaluatee, the evaluator, and the Superintendent for appropriate action.

11. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

All employees shall be made aware of their right to appeal procedural issues to Kentucky State Board of Education as per 704KAR3; 345; Section 9.

Review/Revised:8/21/07

PERSONNEL   03.18 AP.21

- CERTIFIED PERSONNEL -

Evaluation Appeal Form

INSTRUCTIONS
This form is to be used by certified employees who wish to appeal their current evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Evaluation Appeals Panel by completing this form and returning it to the Chairperson of the Panel within five (5) working days of the receipt of your Summative evaluation.

_____ _____ _____
Employee's Name   *Building*   *Title*

What specifically do you object to or why do you feel you were not fairly evaluated?

_____

_____

_____

_____

_____

If additional space is needed, attach extra sheet.

Date you received the Summative evaluation _____

Name of Evaluator _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for study and review.

_____
Employee's Signature   *Date*

Reviewed by Panel _____   _____
                                  Signature   *Date*

TO BE COMPLETED BY THE APPEALS PANEL CHAIRPERSON

APPEALS PANEL RECOMMENDATION

_____ Voiding the appeal

_____ Voiding all parts of the evaluation

_____ Voiding some parts of the evaluation

Findings of fact and the opinions on which the decision is based:

(Attach additional sheets, if necessary.)

Review/Revised:3/20/07

EVALUATION APPEALS PANEL

The local board of education shall establish an evaluation appeals panel for certified personnel who shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation as noted by KRS 156.101 Section 10.

The election will be conducted by the district contact person using the following process/procedure:

1. Nominations will be sought for persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.

2. Ballots will be prepared and distributed to each certified staff member. Elections will be conducted using secret ballot.

3. Ballots will be collected and counted by the principal and a certified person at each school.

4. A tally sheet will be forwarded from each school to the district contact person. Ballots will be kept on file in the principal's office of each school for two school years.

5. The district contact person and a teacher representative will total the votes. Tally sheets will be kept on file for two school years.

6. The two persons receiving the highest number of votes will serve on the panel for the first year and as an alternate for the second year. The two people receiving the third and fourth highest number of votes will serve as alternates on the panel for the first year and serve on the panel for the second year.

7. The board of education will appoint one certified employee for secondary and one certified employee for elementary to serve on the appeals panel and one certified employee to serve as an alternate.

8. Elections and appointments will be completed by Fall of even numbered years for the upcoming Evaluation Appeals Panel (i.e. an election will be completed by Fall 2010).

9. The length of term for an appeals panel member / alternate will be two school years.

10. The chairperson of the panel will be the board-appointed member.

NELSON COUNTY
DATA COLLECTION SUMMARY
Guidance Counselor

(Information completed on this form should be gathered from specific products and behaviors such as observations, work samples, extra-curricula activities, professional development activities, etc.)

Evaluatee _____   Position _____

Evaluator _____   Position _____

Observation Information:

Activity Observed

Date _____

Time _____   _____

(If more room is needed for recording purposes, use plain paper and attach to this form using a continuation of the page numbering format depicted on each page.)

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Program Management, Research and Evaluation
1.1 Defines needs and priorities.
1.2 Determines objectives.
1.3 Communicates with the stakeholders, including school councils, about the design, importance, and effectiveness of the program.
1.4 Organizes personnel, physical resources, and activities to accomplish needs, priorities and objectives specified by school plans.
1.5 Evaluates the program to assure its contribution to the school's mission and goals.
1.6 Uses information systems and technology.
Comments:
Standard 1. (Considerations for professional growth plan.)

Standard 2: Developmental Guidance Curriculum/Services
2.1 Assesses the developmental needs of students.
2.2 Addresses academic expectations and school-to-work initiatives
2.3 Prepares students for successful transitions.
2.4 Evaluates the results of the curriculum's impact.
2.5 Modifies the curriculum as needed to continually meet the needs of students.
2.6 Guides individuals and groups of students through the development of educational and career plans.
2.7 Provides guidance for maximizing personal growth and development.
2.8 Teaches the school developmental guidance curriculum.
2.9 Assists teachers in the teaching of the guidance curriculum.
Comments:
Standard 2. (Consideration for professional growth plan.)

Standard 3: Individual/Small Group Counseling

3.1 Provides a safe confidential setting in which students present their needs and concerns.

3.2 Promotes wellness.

3.3 Responds to crises.

3.4 Communicates empathy and understanding.

3.5 Utilizes a broad range of techniques and accepted theories appropriate to school counseling.

3.6 Utilizes assessment tools, individual planning skills, and counseling to facilitate informed choices (aptitude, interest, learning styles, academic, and careers).

3.7 Intervenes in problem/conflict situations and conducts follow-up sessions.

3.8 Respects and nurtures the uniqueness of each individual.

3.9 Mediates classroom and student conflict.

3.10 Empowers students to develop and use their   resources.

Comments:

Standard 3. (Considerations for professional growth plan.)

Standard 4: Consultation/Collaboration

4.1 Consults with parents, faculty, staff, administrators, and others to enhance their work with students.

4.2 Interprets relevant information concerning the developmental needs of students.

4.3 Reduces barriers to student learning through referral services.

4.4 Facilitates new student integration into the school environment.

4.5 Works with teachers to provide support for students in a crisis situation.

4.6 Interacts with school councils, school boards, Family Resource Youth Services Center advisory councils, and/or school committees.

4.7 Facilitates successful communication between and among teachers, parents, and students.

4.8 Works with teachers and administrators relevant to behavior.

 Comments:

 Standard 4. (Considerations for professional growth plan.).

Standard 5: Coordination

5.1 Coordinates with school and community personnel, including school councils, to provide resources for students.
5.2 Uses an effective referral process for assisting students and others to use special programs and services.
5.3 Identifies community agencies for referral of students.
5.4 Maintains cooperative working relationships with community resources.
5.5 Facilitates successful transition from one level of education to the next (e.g., elementary to middle).
5.6 Demonstrates the use of resources, including technology.
Comments:

Standard 5. (Considerations for professional growth plan.)

Standard 6: Assessment

6.1 Participates in the planning and evaluation of the district/school testing program.
6.2 Assesses, interprets, and communicates learning results to students, faculty, parents, and community with respect to aptitude.
6.3 Collaborates with staff concerning assessment of special needs students.
6.4 Uses assessment results and other sources of student data in formulating student career/graduation plans.
6.5 Coordinates student records to ensure the confidentiality of assessment data.
6.6 Provides orientation sessions for faculty, students, and parents regarding the assessment program.

Comments:

Standard 6. (Considerations for professional growth plan.)

Standard 7: Adheres to Professional Standards

7.1 Adheres to professional codes of ethics of the American Counseling Association, American School Counseling Association, and the code of ethics developed by the Kentucky Education Professional Standards Board.
7.2 Adheres to federal/state laws and regulations related to education and child protection.
7.3 Participates in on-going professional development.
7.4 Acts in a role that clearly distinguishes him or her from any professional who administers disciplinary action.
7.5 Knows the position statements of the American School Counselor Association.
7.6 Identifies activities that would be in conflict with the primary role of the school counselor and advocates for the best practices of the profession.
7.7 Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems.)

Comments:

Standard 7 (Considerations for professional growth plan.)

Standard 8: Demonstrates Professional Leadership

8.1 Builds positive relationships within and between school and community.
8.2 Promotes leadership potential in colleagues.
8.3 Participates in professional organizations and activities.
8.4 Writes and speaks effectively.
8.5 Participates in the development of curriculum and instructional materials.
8.6 Participates in policy design and development at the local school, within professional organizations, and/or within community organizations with educationally related activities.
8.7 Initiates and develops educational projects and programs.
8.8 Practices effective listening, conflict resolution and group-facilitation skills as a team member.
8.9 Presents programs in a manner that reflects sensitivity to a multicultural and global perspective.
8.10 Writes for publication, presents at conferences, or provides professional development.
8.11 Works with colleagues to administer an effective learning climate within the school.
8.12 Adheres to safe work practices to lower the risk of potential injuries to self and others.

Comments:

Standard 8 (Considerations for professional growth plan.)

Standard 9: Engages in Professional Development

9.1 Establishes priorities for professional growth.
9.2 Analyzes student performance to help identify professional development needs.
9.3 Solicits input from others in the creation of individual professional development needs.
9.4 Implements knowledge and skills acquired through on-going professional development.
9.5 Modifies own professional development plan to improve performance and to promote student learning.

Comments:

Standard 9 (Consideration for professional growth plans.)

NELSON COUNTY FORMATIVE CONFERENCING FORM

Guidance Counselor
Analyses of Performance and Links to Individual Professional Growth Plan

Evaluatee _____ **Content Area** _____ **Grade(s)** _____

Evaluator _____ **Position** _____

Date of Conference _____ **School** _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
Counselor Standards	**Meets**	**Growth Needed**	**Does Not Meet**
Standard 1: Program Management, Research & Evaluation	☐	☐	☐
Standard 2: Developmental Guidance Curriculum/Services	☐	☐	☐
Standard 3: Individual/Small Group Counseling	☐	☐	☐
Standard 4: Consultation/Collaboration	☐	☐	☐
Standard 5: Coordination	☐	☐	☐
Standard 6: Assessment	☐	☐	☐
Standard 7: Adheres to Professional Standards	☐	☐	☐
Standard 8: Demonstrates Professional Leadership	☐	☐	☐
Standard 9: Engages in Professional Development	☐	☐	☐
Overall rating for Formative Evaluation	☐	☐	☐

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: _____ Agree with this formative evaluation   _____ Disagree with this formative evaluation

_____ _____   _____ _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

NELSON COUNTY SCHOOLS

Tenured: ☐   Non-Tenured: ☐

SUMMATIVE EVALUATION FOR COUNSELORS

(This summarizes all the evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, longitudinal assessment data, conferences, and other documentation.)

Evaluatee _____   Position _____
Evaluator _____   Position _____
School/Work Site _____

Date(s) of Observation(s)   1st _____   2nd _____
Date(s) of Conference(s)   1st _____   2nd _____

Ratings:

Guidance Counselor Standards:	Meets	Growth Needed	*Does Not Meet
Standard 1: Program Management/Evaluation	☐	☐	☐
Standard 2: Guidance/Curriculum Services	☐	☐	☐
Standard 3: Individual/Group Counseling	☐	☐	☐
Standard 4: Consultation/Collaboration	☐	☐	☐
Standard 5: Coordination	☐	☐	☐
Standard 6: Assessment	☐	☐	☐
Standard 7: Adheres to Professional Standards	☐	☐	☐
Standard 8: Demonstrates Professional Leadership	☐	☐	☐
Standard 9: Engages in Professional Development	☐	☐	☐
Overall Rating	☐	☐	☐

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

1 ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐   **7** ☐   **8** ☐   **9** ☐

Evaluatee's Comments:

_____
_____

Evaluator's Comments:

_____
_____

To be signed after all information above has been completed and discussed:

Evaluatee: ☐ Agree with this summative evaluation
             ☐ Disagree with this summative evaluation

_____   _____
Signature   Date

Evaluator:

_____   _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of Nelson County District evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, as mandated in 704KAR 3:345 Sections 7, 8, 9, and the local district plan. ***Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan for guidance counselors who are re-employed.**

NELSON COUNTY
DATA COLLECTION SUMMARY
Library Media Specialist

Evaluatee _____   Position _____
Evaluator _____   Position _____

<u>Observation Information:</u>

                                                            If Applicable,
Date _____   Unit of Study/Lesson _____

Time _____

STANDARDS/PERFORMANCE CRITERIA

Standard 1: Demonstrates Proficiency in Management and Administration for the Library Media Center

1.1 Plans long-range goals of the library media center program with faculty, administration, and students.
1.2 Plans the budget with administrators, site-based councils and/or advisory committees, based on the needs and objectives of the library media center.
1.3 Administers the budget according to the goals and objectives of the program.
1.4 Meets periodically with the principal to evaluate and discuss short-range goals and accomplishments for improving the library media center.
1.5 Develops library media center policies, e.g., materials selection, collection development, circulation, challenged materials, copyright, policies, handbook, agendas, and technology.
1.6 Administrates a library media program that utilizes flexible access.
1.7 Develops plans for maintaining a technologically current facility and program.
1.8 Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
1.9 Evaluates programs, services, facilities, and materials informally and formally on a continuous basis (identifying strengths and weaknesses).
1.10 Organizes and maintains the library media center as a functional, attractive, safe and orderly environment for
       optimal use by students and faculty.
1.11 Publicizes the library media center programs, services, and materials through newsletters, announcements, and
       other innovative ways.
1.12 Is responsible for monitoring the proper use of the facility, materials, and equipment.
1.13 May plan and/or participate in special projects or proposals.
1.14 Trains and supervises library media center clerical staff, volunteers, and student helpers.

Comments:

Standard 1. (Considerations for professional growth plan).

Standard 2: Provides Exemplary Resources

2.1 Follows the district/SBDM approved selection policy which includes a procedure for the reconsideration of materials.

2.2 Possesses a broad knowledge of the school curriculum and plans with teachers and administrators for development of a collection to support the curriculum.

2.3 Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.

2.4 Maintains a professional collection.

2.5 Demonstrates competency in selection, acquisition, circulation, and support the school's curriculum and educational philosophy.

2.6 Keeps a card or automated card catalog current.

2.7 Maintains statistical records and shelf list needed to verify collection of the library media center holdings.

2.8 Makes general repairs, keeps collection current, and takes annual inventory.

Comments:

Standard 2. (Considerations for professional growth plan).

Standard 3: Provides Effective Library Media Services

3.1 Exercises a leadership role and serves as a catalyst, ensuring the library media center is central to the instructional program of the school.

3.2 Maintains flexible use of the library media center by individuals, small groups, and large groups for research, browsing, recreational reading, and listening.

3.3 Participates as a member of the instructional teams and is available as a resource for all staff.

3.4 Provides the leadership and expertise for the incorporation of informational and instructional technologies into the school curriculum.

3.5 Provides training in use of new materials, technology, and equipment demonstrating practical applications for curriculum connections.

3.6 Supports classroom teachers as a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.

3.7 Provides resources and assists faculty in the selection of materials to supplement instruction.

3.8 Establishes positive rapport with staff and students.

3.9 Makes the library media center and its resources accessible to students and faculty.

3.10 Provides orientation for new faculty and students.

3.11 Maintains effective communication with staff and students, e.g., informs faculty and students of new acquisitions and services.

3.12 Facilitates the circulation of materials among schools in the district or other agencies.

Comments:

Standard 3. (Considerations for professional growth plan)

Standard 4: Enables Students to become Effective Information Users

4.1 Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of education reform and the academic expectations.

4.2 Informally evaluates individual and group needs and provides appropriate learning experiences.

4.3 Creates a climate conducive to learning in which students display initiative and assume a personal responsibility for learning and conduct.

4.4 Provides for independent and cooperative group learning.

4.5 Guides students in the selection of appropriate resources.

4.6 Helps students to develop habits of independent reference work and to develop literacy the use of reference materials in relation to planned assignments.

4.7 Promotes appreciation of various forms of literature.

4.8 Encourages students to develop life long reading, listening, viewing, and critical thinking skills, and to become skilled in all modes of communications.

4.9 Incorporates the use of technology in accessing information.

4.10 Assists students in the use of multi-media for completed projects.

Comments:

Standard 4. (Considerations for professional growth plan)

Standard 5: Manages Student Behavior

5.1 Establishes/maintains behavioral expectations (class rules) of students.

5.2 Monitors students' behaviors according to local student/district policies and procedures.

5.3 Reinforces acceptable student behaviors with genuine, specific praise.

5.4 Holds each student accountable for his/her own behavior.

5.5 Manages disruptive behavior constructively while maintaining instructional momentum.

5.6 Demonstrates fairness and consistency when managing disruptive behaviors and enforces consequences while providing respect to diversity and individual differences.

5.7 Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.

Comments:

Standard 5. (Considerations for professional growth plan)

Standard 6: Communicates Effectively

6.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions.
6.2 Speaks distinctly and clearly.
6.3 Adjusts volume and tone for emphasis.
6.4 Models correct grammar and pronunciations.
6.5 Displays awareness of space and presence when interacting with others.
6.6 Provides clear instructions.
6.7 Maintains positive interactions with others.
6.8 Makes effective uses of non-verbal cues, expressions, gestures, etc.
6.9 Collaborates with the staff, students, parents, and school community.

Comments:

Standard 6. (Considerations for professional growth plan)

Standard 7: Exhibits Professionalism

7.1 Evaluates self to identify needs for instructional improvement and develops/reviews a professional growth plan congruent with school/district/KERA goals and missions.
7.2. Communicates distinctly and clearly through grammar and pronunciation (appropriate communication to parents, students, staff, and community).
7.3 Reviews professional growth plan annually and revises plan as needs/goals change.
7.4 Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.).
7.5 Shares instructional materials, information, ideas with colleagues and encourages professional growth of peers.
7.6 Strives to improve instruction on a consistent basis.
7.7 Follows school/district policies and procedures including attendance, punctuality, timelines in performing professional expectations and responsibilities (follows proper channels to address issues and problems).
7.8 Upholds and models Kentucky's School Personnel Code of Ethics (assessment, legal use of computers and technology, confidentiality with student behavior and performances, all forms of communication with students, staff, parents, and community).
7.9 Meets professional expectations and responsibilities as stipulated on the job description and performs other duties (in and out of the library media center) consistent with contract/job responsibilities, i.e., serves on various school/district committees, adheres to safe work practices to lower the risk of potential injuries to self and others; performs duties consistent with school, community goals, and administrative regulations.

Comments:

Standard 7. (Considerations for professional growth plan).
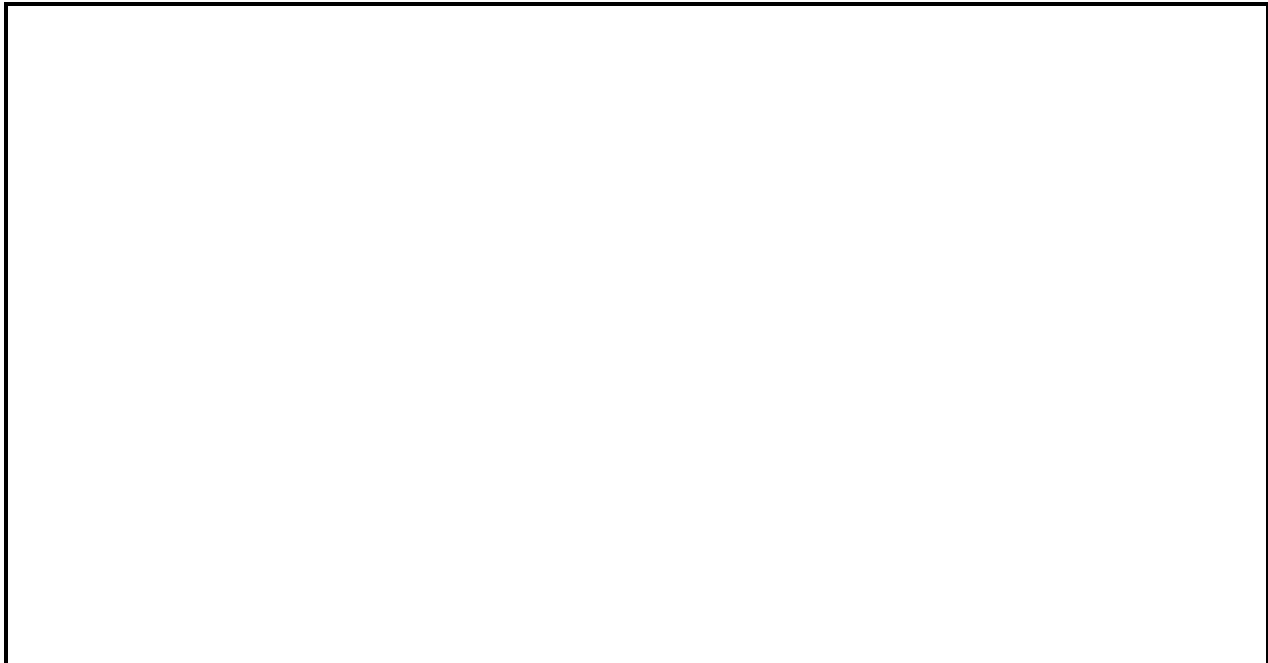
Standard 8: Demonstrates Implementation of Technology Integration

8.1 Demonstrates technical skills and knowledge required to install, use, and maintain a variety of software and peripherals (connect printers, scanners, projection devices, digital cameras, external monitors, and handles routine support needs of equipment).

8.2 Engages in relevant professional development opportunities based on identified needs in technological skills and follows through with implementation in instructional or professional activities.

8.3 Applies technological skills to enhance professional activities and productivity (uses word processing, creates data bases, maintains confidentiality of student information communicated through e-mail, conducts Internet searches for professional information, creates multi-media presentations using scanners, digital cameras, PowerPoint, Internet, utilizes e-mail appropriately).

8.4 Collaborates with teachers in planning and implementing instruction utilizing technology (uses appropriate assistive and adaptive devices for students with special needs, applies research-based instructional practices for technology integration, uses technology to support multiple intelligences in instruction and multiple assessments of learning, provides equitable use of technology).

8.5 Collaborates with teachers in designing lessons that allow students to facilitate individual and group learning through technology integration in instruction (authentic technology-generated student products, distance learning, Internet research).

Comments:

Standard 8: (Considerations for professional growth plan).

NELSON COUNTY FORMATIVE CONFERENCING FORM

Tenured: ☐   Non-Tenured: ☐

Library Media Specialist
Analyses of Performance and Links to Individual Professional Growth Plan

Evaluatee _____   **Content Area** _____   **Grade(s)** _____

Evaluator _____   **Position** _____

Date of Conference _____   **School** _____

Standards/Performance Criteria	Performance/Products Ratings *More than (1) rating can be checked		
Library Media Specialist Standards	**Meets**	**Growth Needed**	**Does Not Meet**
Standard 1: Demonstrates Proficiency in Management and Administration for the Library Center	☐	☐	☐
Standard 2: Provides Exemplary Resources	☐	☐	☐
Standard 3: Provides Effective Library Media Services	☐	☐	☐
Standard 4: Enables Students to become Effective Information Users	☐	☐	☐
Standard 5: Manages Student Behavior	☐	☐	☐
Standard 6: Communicates Effectively	☐	☐	☐
Standard 7: Exhibits Professionalism	☐	☐	☐
Standard 8: Demonstrates Implementation of Technology Integration	☐	☐	☐
Overall Rating for Formative Evaluation	☐	☐	☐

Data Collection:
(Areas of Strength, Enrichment and/or Improvement)

Evaluatee: _____ Agree with this formative evaluation   _____ Disagree with this formative evaluation

_____   _____   _____   _____
Evaluatee's Signature   Date   Evaluator's Signature   Date

NELSON COUNTY SCHOOLS

Tenured: ☐ Non-Tenured: ☐

SUMMATIVE EVALUATION FOR LIBRARY MEDIA SPECIALIST
(This summarizes all the evaluation data including formative data, products and performances, professional development activities, work samples, reports developed, conferences, and other documentation.)

Evaluatee _____   Position _____

Evaluator _____   Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____
Date(s) of Conference(s) 1st _____ 2nd _____

Ratings:

Library Media Specialist Standards:	Meets	Growth Needed	*Does Not Meet
Standard 1: Demonstrates Proficiency in Management / Administration	☐	☐	☐
Standard 2: Provides Resources	☐	☐	☐
Standard 3: Provides Effective Services	☐	☐	☐
Standard 4: Enables Students	☐	☐	☐
Standard 5: Manages Student Behavior	☐	☐	☐
Standard 6: Communicates Effectively	☐	☐	☐
Standard 7: Exhibits Professionalism	☐	☐	☐
Standard 8: Demonstrates Technology Integration	☐	☐	☐
Overall Rating	☐	☐	☐

Individual professional growth plan reflects a desire/need to include the standard(s) checked below:

1 ☐   **2** ☐   **3** ☐   **4** ☐   **5** ☐   **6** ☐   **7** ☐   **8** ☐

Evaluatee's Comments:
_____
_____

Evaluator's Comments:
_____
_____

To be signed after all information above has been completed and discussed.

Evaluatee: ☐ Agree with this summative evaluation
               ☐ Disagree with this summative evaluation

_____   _____
Signature   Date

Evaluator:

_____   _____
Signature   Date

Opportunities for appeal processes at both the local and state levels are a part of Nelson County District evaluation plan.

Certified employees must make their appeals to this summative evaluation within the time frames, as mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

*Any rating in the "Does Not Meet" column requires the development of an Individual Corrective Action Plan for Library Media Specialist who are re-employed.

Professional Code of Ethics for Kentucky School Certified Personnel

STATUTORY AUTHORITY: KRS 161.028, 161.030

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 Professional Standards Board.

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:

(a) 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.

(b) 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.

(c) 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; recodified from 704 KAR 20:680, 7-2-2002.)

STUDENT VOICE SURVEY CONFIDENTIALITY AGREEMENT

This confidentiality agreement **<u>must</u>** be signed by the following:

1) **employees who have system administration rights in Infinite Campus**
2) **employees who have Open Database Connectivity (ODBC) access to the Infinite Campus database**
3) **employees who administer the K-2 Student Voice Survey**

Students will take the Student Voice Survey in the student portal of Infinite Campus in March of 2014. The Student Voice Survey is a **CONFIDENTIAL** online survey. During the survey, students will be asked questions about a teacher and conditions in the classroom.
All employees who would potentially have access to the results of the Student Voice Survey must sign this confidentiality agreement.

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

_____   _____
Signature   Date

AGREEMENT TO SHARE PEER OBSERVER DATA

The Professional Growth and Effectiveness Systems provides for Peer Observers. I understand that these observers will give the teachers access to observational data and feedback for the purposes of improving instructional practice. I understand that this data will NOT be used in determining my final Overall Performance Rating.

☐ To further improve practices and provide for the calibration of multiple sources of feedback, I give permission for my Peer Observer data to be shared with my supervisor(s) for this school year.

☐ I do not give my permission for my peer observer data to be shared with my supervisor(s) for this school year.

_____   _____
Signature   Date

PROFESSIONAL GROWTH PLANNING MATRIX

	TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS		
RATING			
EXEMPLARY	**THREE-YEAR SELF-DIRECTED CYCLE** • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually	**THREE-YEAR SELF-DIRECTED CYCLE** • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3.	
ACCOMPLISHED			
DEVELOPING	**ONE-YEAR DIRECTED CYCLE** • 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	**THREE-YEAR SELF-DIRECTED CYCLE** • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Formative Review annually.	**THREE-YEAR SELF-DIRECTED CYCLE** • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually
INEFFECTIVE	**UP TO 12-MONTH IMPROVEMENT PLAN** • Goal Determined by evaluator • Focus on low performance area • Summative at end of plan	**ONE-YEAR DIRECTED GROWTH PLAN** • 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	EXPECTED	HIGH

PROFESIONAL PRACTICE RATING

STUDENT GROWTH GOAL
RIGOR and COMPARABILITY PROTOCOL

The following is a suggest protocol to be used within PLC meetings to ensure the rigor and comparability of student growth goals.

Process/Protocol

1. Determine the needs of the students:
   o Context of identified class, student population
   o Interval of instruction
   o Identify content area enduring skills
   o Sources of evidence to establish baseline data and measure of student growth
2. Create a specific learning goal
   o Specify expected growth and proficiency targets
   o Apply SMART Goal Criteria
   o Explain rationale for goal/how targets meet expected rigor
3. Create and Implement Teaching and Learning Strategies
   o Describe personal learning needed to support students attainment of growth goal
   o Instructional strategies to obtain goal
4. Monitor Student Progress through on-going Formative Assessment
   o Plan for progress monitoring
5. Determine whether students achieve goal
   o Analyze results (summative/post assessments)
   o Reflection/Next Steps

Instrument

In order to determine if the teacher created Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria from (Appendix F). Teachers may use other planning tools such as the Enduring Skills Checklist, Think Plan Guidance format for developing Student Growth Goals, and the CASL work on Target/Method match to ensure rigor.

Scoring Protocol

Administrative protocol procedures will monitor rigor and comparability by ensuring that Student Growth Goals meet the criteria detailed in the Student Growth Goal Rubric (Appendix F). Administration and certified staff, within PLCs, will use the Student Growth Goal Rubric to identify each goal as "acceptable" or "needs revision" in the areas of structure, rigor, and comparability. Once the goal has been vetted by the peer group, the teacher will meet with the principal to approve the goal and plan/review strategies to meet the goal.

SUMMATIVE EVALUATION FORM

Planning and Preparation	Classroom Environment	Instruction	Professional Responsibilities	Student Growth
1.A- Knowledge of Content and Pedagogy 1 2 3 4	*2.A Creating an Environment of Respect and Rapport* 1 2 3 4	*3.A Communicating with Students* 1 2 3 4	*4.A Reflects on Teaching* 1 2 3 4	*5.A Student Growth Overall Rating (15-16)* 1 2 3
1.B- Knowledge of Students 1 2 3 4	*2.B Establishing a Culture of Learning* 1 2 3 4	*3.B Questioning and Discussion Techniques* 1 2 3 4	*4.B Maintaining Accurate Records* 1 2 3 4	
1.C- Setting Instructional Outcomes 1 2 3 4	*2.C Managing Classroom Procedures* 1 2 3 4	*3.C Engaging Students in learning* 1 2 3 4	*4.C Communicating with Families* 1 2 3 4	
1.D- Demonstrates Knowledge of Resources 1 2 3 4	*2.D Managing Student Behavior* 1 2 3 4	*3.D Using Assessment in Instruction* 1 2 3 4	*4.D Participating in a Professional Learning Community* 1 2 3 4	
1.E- Designing Coherent Instruction 1 2 3 4	*2.E Organizing Physical Space* 1 2 3 4	*3.E Demonstrating Flexibility and Responsiveness* 1 2 3 4	*4.E Growing and Developing Professionally* 1 2 3 4	
1.F- Designing Student Assessment 1 2 3 4			*4.F Demonstrating Professionalism* 1 2 3 4	
OVERALL DOMAIN 1 EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	**OVERALL DOMAIN 2** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	**OVERALL DOMAIN 3** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	**OVERALL DOMAIN 4** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE	**OVERALL** EXEMPLARY ACCOMPLISHED DEVELOPING INEFFECTIVE

☐ I agree with the above evaluation.   ☐ I disagree with the above evaluation for the following reasons: **1- Ineffective   2- Developing   3- Accomplished   4- Exemplary**

Evaluatee Comments:

_____
_____
_____
_____

Evaluator Comments:

_____
_____
_____
_____

❑ *Educators cannot be rated ABOVE 'A' if domains 2 AND/OR 3 are rated 'D'*
❑ *Educators cannot be rated ABOVE 'D' if one domain is rated 'I'*
❑ *Educators MUST be rated 'I' if more than one domain is rated 'I'*

_____   _____
Evaluatee Signature   Date

_____   _____
Evaluator Signature   Date

STUDENT GROWTH GOAL RIGOR RUBRIC

Structure of the Goal		
Requirements:	The structure of the goal is *acceptable* if it . . .	The structure of the goal *needs revision* if it. . .
Follows the S.M.A.R.T. goal format (Specific, Measurable, Appropriate, Realistic, Time-Bound)	Includes all elements of the S.M.A.R.T. goal format	Does not include all elements of or fails to follow S.M.A.R.T. goal format
Focuses on a standards-based enduring skill which students are expected to master	Focuses on a standards-based enduring skill	Contains a skill that is not standards-based or does not match enduring skill criteria
Identifies an area of need pertaining to current students' abilities	Identifies a specific area of need related to the enduring skill	Does not identify a specific area of need or the area of need is not related to the enduring skill
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students	Includes a growth target that establishes a growth target for ALL students **and** a proficiency target that establishes the mastery expectation for students	Is missing one of the targets or fails to differentiate expected performance for one or both targets
Identifies appropriate measure(s) allowing for consistent and comparable base-line, mid-course, and end-of-year/course data collection	Identifies measure(s) for collecting baseline, mid-course, and end-of-year/course data that matches the skill being assessed	Fails to identify a measure for data collection, or the measure is not well-matched to the skill being assessed
Explicitly states year-long/course-long interval of instruction	Specifies a year-long/course-long interval of instruction	Fails to specify an interval of instruction, or the interval is less than year-long/course-long
Rigor of the Goal and Measurement Instruments		
Requirements:	The rigor of the goal is *acceptable* if . . .	The rigor of the goal *needs revision* if . . .
It is congruent to KCAS grade level standards for which it was developed	It is congruent and appropriate for grade level/content area standards	It is congruent to content but not to grade level standards, or it is not congruent
Baseline/pre-assessment and other data justify the selection of the enduring skill and specific area of need	Selection of the enduring skill and specific area of need is supported by multiple data sources for current students	Selection of the enduring skill and specific area of need is supported by only one data source for current students, or no data were used
Baseline/pre-assessment and other data justify the selection of the growth and proficiency targets	Selection of the growth and proficiency targets is supported by multiple data sources for current students	Selection of the growth and proficiency targets is supported by one data source for current students, or no data were used
The growth and proficiency targets are challenging for students, but attainable with support	The growth and proficiency targets are doable, but stretch the outer bounds of what is attainable	The growth and proficiency targets are not achievable, or the targets are achievable but fail to stretch attainability expectations
The identified measurement instrument(s) allows for students to demonstrate where they are in meeting or exceeding the intent of the standard(s) being assessed	The identified measures allow students to demonstrate their competency in performing at the level intended in the standards being assessed	The identified measures only allow students to demonstrate competency of a portion or none of the aspects of the standards being assessed
Comparability of Data		
Requirements:	The comparability of the goal is *acceptable* if . . .	The comparability of the goal *needs revision* if . . .
Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	It reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed	It does not reflect common criteria used to determine progress