

Jefferson County Public Schools

Certified Evaluation Plan



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District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW – Certified Teacher

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested, and piloted a new statewide Professional Growth and Effectiveness System (PGES).

Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky's Elementary and Secondary Education Act (ESEA) flexibility waiver and the state's Race to the Top grant.

District Guide for Using This Document

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

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

- = Required
- ➔ = Local Decision
- = Options provided

All CEPs must meet the assurances found within this document.

The CEP is developed through the collaborative work of teachers and administrators according to KRS 156.557.

All evaluations of certified employees below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators;

Districts will determine the process for selecting the committee members.

The Guiding Questions for 50/50 Committees

The following questions may be useful in guiding 50/50 committees in their discussion as they design their effectiveness system, develop the CEP for local board review and action, and submission to the Kentucky Department of Education for review and approval.

- ❖ How will personnel decisions be made during the 2014-2015 school year?

ALL districts are required to implement all components of PGES in the 2014-15 school year. The three options are outlined in the chart below.

CEP System	Implementation Outcomes
Dual System	Implement the current district certified evaluation system and also fully implement all aspects of PGES for reporting purposes.
Hybrid System	Rewrite the current certified evaluation plan to include some aspects of PGES for evaluation and reporting purposes while also fully implementing the PGES aspects that the district chooses to only implement for reporting purposes.
Full Adoption System for Evaluation	Rewrite the district certified evaluation plan to include all aspects of PGES for evaluation and reporting purposes.

- ❖ When will the Certified Evaluation Plan be submitted to the local board for approval? KDE?
- ❖ What additional resources are needed to make local district decisions?
- ❖ How will our district 50/50 committee collect feedback from teachers and administrators regarding district decisions for the CEP?

Guiding Questions for Local Boards of Education

The following questions may be useful to local boards as they review their district's revised CEP for compliance.

Set clear and high expectations

- ❖ What are our expectations across the district for our new effectiveness system (i.e., roles of superintendents, administrators, teachers)?
- ❖ How will we ensure expectations are high and are communicated clearly to every educator in our district?

Create the conditions for success

- ❖ What resources are needed to support successful implementation of the Professional Growth and Effectiveness System?
- ❖ What can the board do to support teachers and leaders as they build capacity within the district?

- ❖ What data will we review at our board meetings and how often?
- ❖ What can the board do to support the work of our superintendent, principals, and SBDM councils to ensure that every school has highly effective teachers and leaders?

Create the public will to succeed

- ❖ What is our responsibility to positively communicate the new effectiveness system and its impact to the public?
- ❖ How often will district progress and data be made available to the community?

Learn as a board team

- ❖ How will we be adequately informed about the new effectiveness system so that we can hold the system accountable and provide the appropriate supports and resources?
- ❖ How will we keep current of revisions and progress of the new system?

Certified Evaluation Plan Submission

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

Plans will be reviewed by KDE within 10 days of receipt for compliance as well as content for accuracy to ensure fidelity to the guidelines/requirements. Districts are encouraged to use the Working On the Work (WOW) document <http://education.ky.gov/teachers/PGES/Pages/Certified-Evaluation.aspx> to reflect on alignment with requirements prior to submission. Districts will be consulted regarding changes that must be made to ensure alignment and approval.

Professional Growth and Effectiveness System – Certified Teacher

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

Roles and Definitions

1. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel being evaluated
4. **Peer Observer:** Observation and documentation by a trained certified school personnel.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Reflection:** means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
7. **Student Voice:** the state-approved student perception survey, administered each year, that provides data on specific aspects of the classroom experience and of teaching practice.
8. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence 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.

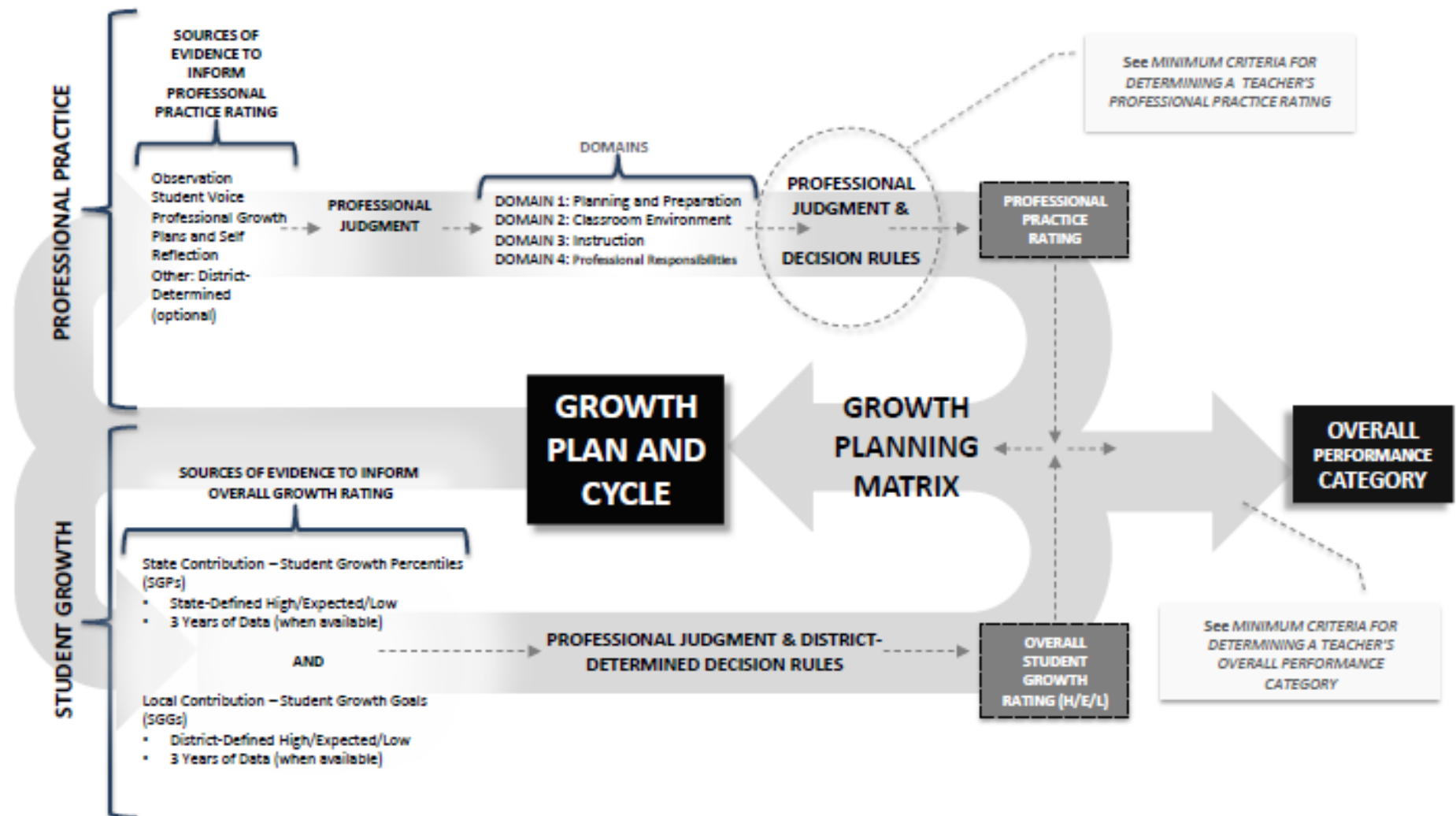
Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Growth Percentiles (4-8 - Math & ELA)

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

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



SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FfT)		Domain	Planning & Preparation					Classroom Environment				Instruction				Professional Responsibilities								
		Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-Maintaining Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)						Observation								Evidence (pre and post conferences)								
	Student Voice							Kentucky Student Voice Survey																
	Professional Growth	Professional Growth Planning and Self Reflection																						
	Self-Reflection																							
	Peer Observation							Observation																

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

Required

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

Local District Decision

- All teachers will complete a Self-Reflection and Professional Growth Plan (PGP), the latter of which is produced in consultation with the evaluator, and will occur within the first 30 school days of employment. This information must be recorded in CIITS/EDS. This process will be completed on an annual basis.

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform 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 ratings will be given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model Required

The observation model must fulfill the following minimum criteria:

- Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

Local District Decision

✓ **OPTION A: The Progressive Model (3 and 1 model)**

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

For those teachers on a continuing (tenured) contract, the cycle is a three (3) year cycle, consisting of at least the following:

CHART 1.0 Tenured Teachers

Year 1	Mini Observation	Supervisor
Year 2	Mini Observation	Supervisor
Year 3 – Summative	Mini Observation Full Observation	Peer Observer Supervisor

*Observations must be documented in CIITS

For those teachers on a limited (non-tenured) contract, the cycle is a one (1) year cycle, consisting of at least the following:

CHART 1.1 Non-Tenured Teachers

Every Year	Observation Window 1 Mini Observation	Supervisor
	Observation Window 2 Mini Observation Mini Observation	Supervisor Peer Observer
	Observation Window 3 Full Observation	Supervisor

*Observations must be documented in CIITS

- All classroom observations are conducted openly and with full knowledge of the certified staff member being observed.

Observation Conferencing

Required

Observers will adhere to the following observation conferencing requirements

- Conduct observation post conference within five working days following each observation.

Local District Decisions

- ➔ Describe the requirements for pre/post observation conferences.
- ➔ Describe the differences that may exist in conferencing expectations for mini or full observations.
- ➔ Identify timelines for any required pre conferences.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle prior to May 1.
- Pre-observation conferences, between the administrator and teacher, if conducted, will be held one to three school days prior to the observation. The pre-observation conference may be conducted in person, electronically, or not at all. Post-observation conferences with the administrator and the teacher will be conducted in person within five school days after the observation.
- Either teacher or administrator may request a pre-observation conference that must be conducted if requested.
- The peer observer's pre-observation conference may be conducted in person or electronically one to three school days prior to the observation. Post-observation conferences with the peer observer and the teacher will be conducted in person within five school days after the observation.
- All of this information will be included in the initial meeting regarding the evaluation process each year so that all participants are aware of the evaluation process for their school. Each teacher will sign an evaluation statement indicating they have received and understand the evaluation procedures (Evaluation Form). Principals will maintain records of this meeting to include a teacher sign-in sheet, a meeting agenda, and the evaluation statement signed by each teacher.

Observation Schedule

Required

- Observations may begin after the evaluation training takes place within the first month of employment.
- Timeline for when observations must be completed

Local District Decision

- ➔ Timeline for conducting and completing observations.
- All full observations by the evaluator will be scheduled.
- The peer observation will always be scheduled between the peer observer and certified staff member.
- The peer observation must occur during Observation Windows 2 or 3.
- Peer observation data recorded in CIITS cannot be seen by the administrator and is not used as part of the evaluation.
- Timeline for completion of observations:

Observation Window 1	October 1 st – November 30 th
Observation Window 2	December 1 st – February 14 th
Observation Window 3	February 15 th – April 15 th

Evaluator Observer Certification

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

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

Required

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

CHART 2.0 Evaluation Certification Cycle

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

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
 - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers have access to observations by making the following decision.

Local District Decision

- ➔ Describe the process used to ensure all supervisors obtain observation certification.
 - ➔ Include support procedures for individuals who are not certified.
- ➔ Describe the process used to ensure teachers will have access to certified observers in cases where the supervisor is not certified.
- All certified evaluation supervisors will participate in certification. The completion of this certification will be monitored by the Director of Administrator Recruitment & Development and the Achievement Area Assistant Superintendents.
- The Achievement Area Assistant Superintendent will assign a Teachscape-Certified observer to a school until the building supervisor completes certification.
- The district will provide technology support and make available study partners for the uncertified observers to aid in the successful completion of the Teachscape certification process.

Observer Calibration

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

Required

- Observer calibration during years two and three of the Observer Certification process based on the state approved technology platform.
- Re-certification after year three.

Local District Decision

- ➔ Explain processes that the district will use for observer calibration being sure to adhere to the requirements.
- The district will provide recalibration training annually.

Peer Observation

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel

Required

- All teachers will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the state developed training once every three years.
- All required peer observations must be documented in CIITS (time, date, evidence).
- All peer observations documentation will be accessed only by the evaluatee.

Local District Decision

- ➔ Describe how Peer Observers will be identified and have completed state approved training.
- ➔ Describe how Peer Observers will be assigned to teachers.
- All teachers are eligible for the peer observation certification training.
- Peer observers must have completed a minimum of three successful years of teaching.
- All teachers assigned to be peer observers must complete the state approved peer observation certification training. Completion of training will be monitored by the building principal or designee.
- Each year the principal, in collaboration with the school TPGES Teacher Leader Implementation Team, will select and assign peer observers.
- Peer observers shall have no more than five teachers to observe, and the recommendation is three or fewer.
- Peer observers will calibrate every year.

Student Voice

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

Required

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used as a source of evidence for Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.

Local District Decision

- ➔ Identify a District Student Voice Survey Point-of-Contact.
 - ➔ Identify the process for determining the student group(s) who will participate in the survey.
 - ➔ Describe the process for ensuring equal access to all students.
 - ➔ Identify the timeline for administration of the state approved Student Voice Survey.
-
- The District Student Voice Survey Point-of-Contact will be the Chief of Data Management/Designee.
 - The Student Voice Teacher Leader with the assistance of the school TPGES Implementation Team will schedule student groups for the student voice surveys and ensure equal access to all students, with necessary IEP/504 accommodations.
 - Only one class/section per teacher will participate in the survey, through random selection as it fits the school schedule.
 - Schools will monitor to ensure that no one student is overburdened with surveys on multiple teachers.
 - The survey will be completed each year by April 30th.
 - Teachers will only have access to their own student voice survey data.
 - Principals and assistant principals will have access to all student voice survey data.
 - Only certified staff members with ten or more students will have student voice survey results, which may be utilized as a source of evidence.

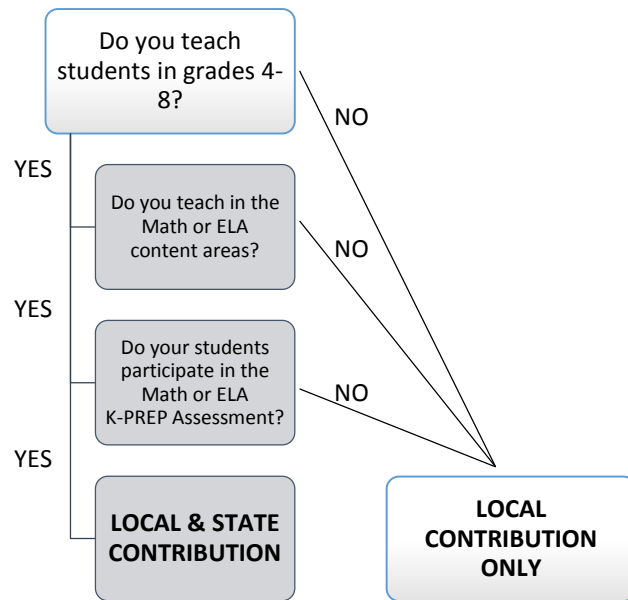
Student Growth

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

- 4th – 8th Grade
- Reading
- Math

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

CHART 3.0 Local/State Contribution



State Contribution – Student Growth Percentiles (SGP) – Applies to 20% of teachers (Math/ELA, Grades 4-8):

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

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

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG). All teachers will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher in collaboration with the principal and

will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

Rigor - Congruency to the Kentucky Core Academic Standards

Comparability - Data collected for the student growth goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band classes or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

Student Growth Goal Criteria

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

Rigor and Comparability of Student Growth Goals

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

Required

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

Local District Decision

Rigor and Comparability

OPTION C: District-Defined Option —JCPs Protocol for Ensuring Rigor and Comparability of Student Growth Goals

The district adopted a rubric that addresses both **rigor** and **comparability** of criteria. Teachers and administrators will apply the rubric to assist them in creating teacher-developed rubrics and SGGs .

Teacher PLC/Grade-Level/Group/Department teams utilize the JCPS Rubric for Student Growth Goals (see below), for assessing the rigor and comparability of each teacher's SGG(s). Teacher teams may consult with district/other support staff/documents to ensure the rubric assesses the following:

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

Teacher PLC/Grade-Level/Group/Department teams will implement a *Peer Review Process* to ensure each teacher's SGG(s) and rubric(s) is/are rigorous and comparable.

Supervisors will approve the teacher-developed and peer-reviewed SGG(s).

The *JCPS Rubric* and *Peer Review Process* will ensure the rigor, comparability, and quality of student growth goals across teachers and classrooms in the district.

JCPS Rubric for Student Growth Goals

Structure of the Goal		
<i>Requirements: The Student Growth Goal</i>	<i>is acceptable if it . . .</i>	<i>needs revision if it. . .</i>
<p>Focuses on a standards-based enduring skill which students are expected to master.</p> <p>Identifies an area of need pertaining to current students' abilities.</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students.</p> <p>Identifies appropriate sources and kinds of evidence for base-line, mid-course, and end-of-year/course data collection.</p> <p>Explicitly states year-long/course-long interval of instruction.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> focuses on a standards-based enduring skill. <input type="checkbox"/> identifies a specific area of need related to the enduring skill, supported by evidence for current students. <input type="checkbox"/> includes a growth target for ALL students and a proficiency target that establishes the mastery expectation for students. <input type="checkbox"/> identifies appropriate sources and kinds of evidence for collecting baseline, mid-course, and end-of-year/course data that matches the skill being assessed. <input type="checkbox"/> specifies a year-long/course-long interval of instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Contains a skill that is not standards-based or does not match enduring skill criteria. <input type="checkbox"/> does not identify a specific area of need or the area of need is not related to the enduring skill. <input type="checkbox"/> is missing one of the targets or fails to differentiate expected performance for one or both targets. <input type="checkbox"/> fails to identify appropriate sources and kinds of evidence for data collection, or they are not well-matched to the skill being assessed. <input type="checkbox"/> fails to specify an interval of instruction, or the interval is less than year-long/course-long.
Rigor of the Goal and Sources and Kinds of Evidence		
<i>Requirements: The rigor of the Student Growth Goal</i>	<i>is acceptable if it . . .</i>	<i>needs revision if it. . .</i>
<p>It is congruent to KCAS grade level/content area standards for which it was developed.</p> <p>The growth and proficiency targets are challenging for students, but attainable with support.</p> <p>The identified sources and kinds of evidence of learning/growth allow for students to demonstrate where they are in meeting or exceeding the intent of the standards in which the enduring skill is being assessed.</p>	<ul style="list-style-type: none"> <input type="checkbox"/> is congruent and appropriate for grade level/content area standards <input type="checkbox"/> has growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable. <input type="checkbox"/> has identified sources and kinds of evidence that allow students to demonstrate their competency in performing at the level intended by the standards in which the enduring skill is being assessed. 	<ul style="list-style-type: none"> <input type="checkbox"/> is congruent to content but not to grade level standards, or it is not congruent <input type="checkbox"/> has growth and proficiency targets that are not achievable or the targets are achievable, but fail to stretch attainability expectations <input type="checkbox"/> has identified sources and kinds of evidence that only allow students to demonstrate competency of a portion or none of the aspects intended by the standards being assessed in which the enduring skill is being assessed.
Comparability of Data and Evidences of Student Learning/Growth		
<i>Requirements: The comparability of the Student Growth Goal</i>	<i>is acceptable if it. . .</i>	<i>needs revision if . . .</i>
<p>Uses comparable criteria across similar classrooms (addressing the same standards) to determine progress toward mastery of the standards-based enduring skill being assessed</p>	<ul style="list-style-type: none"> <input type="checkbox"/> reflects collaborative development of common criteria (sources and kinds of evidence/rubrics) to determine competency in performance at the level intended by the standards in which the enduring skill is being assessed. 	<ul style="list-style-type: none"> <input type="checkbox"/> it does not reflect common criteria used to determine progress.

Determining Growth for a Single Student Growth Goal

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

Required

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

Local District Decision

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

PROCESS TO IDENTIFY GROWTH AND PROFICIENCY TARGET RATINGS

The proficiency target rating and the growth target rating will be combined for one overall local student growth goal rating. The decision rule charts below provide information on the criteria for the ratings and combined overall local student growth goal rating.

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
<70% of students meet growth target	70% - < 85% of students meet growth target	≥ 85% of students meet growth target

PROFICIENCY TARGET RATING		
LOW	EXPECTED	HIGH
Does not meet proficiency target within 10%	Meets proficiency target within 10% (of the established target)	Exceeds proficiency target

LOCAL STUDENT GROWTH GOAL DECISION RULES MATRIX AND OVERALL STUDENT GROWTH RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Sources and Kinds of Evidence for Determining Student Growth:

Teachers will utilize multiple sources and kinds of evidence to demonstrate student growth by implementing one or more choices as decided by the teacher to be reviewed and approved by her/his administrator. Likely sources and kinds of evidence may include, but are not limited to, the use of pre-/post-assessments, running records/repeated measures, holistic growth rubrics, and/or any combination therein or evidence source that addresses criteria on the JCPS Rubric for Student Growth Goals when the SGGs are developed. Sources of evidence that reach the rigor and comparability criteria can be used as a measure to determine student growth. Three likely categories of measures are described below.

Pre-/Post-Assessments

Teachers may use pre-/post-assessments to determine the student growth identified in the SGG. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

Repeated Measures Design

Teachers may maintain a record of results on short measures, demonstrations, and/or performances 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, illustrating change over time, to determine the growth rating for the SGG. Teachers will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment.

Holistic Evaluation

Teachers may use peer-reviewed developed, adopted and/or adapted “growth rubrics” for a holistic evaluation designed to compare two or more examples of student work.

Products of Practice/Other Sources of Evidence

Teachers may provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the teacher’s practice within the domains of the Kentucky Framework for Teaching. Products of practice/other sources of evidence may include, but are not limited to:

- 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
- student perception/voice survey(s) or data
- student/parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- self-reflection and professional growth plans
- other: sources of evidence determined through collaboration between the teacher and administrator.

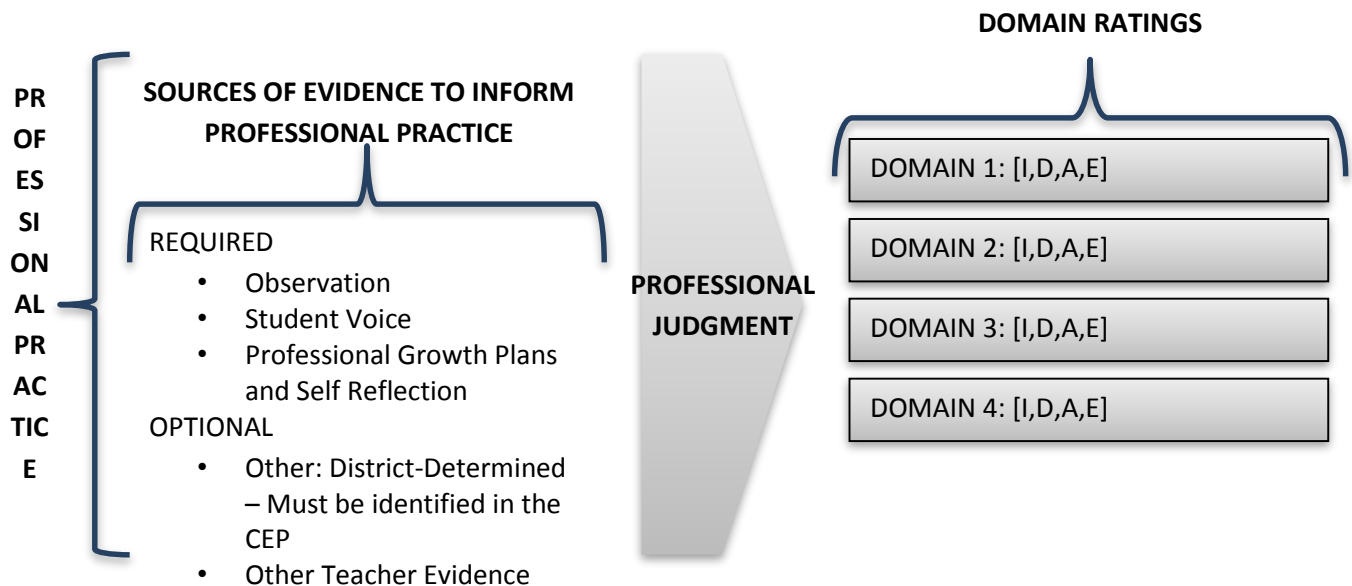
Determining the Overall Performance Category

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

Rating Professional Practice

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

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. **See Informing Professional Practice Chart that follows.**

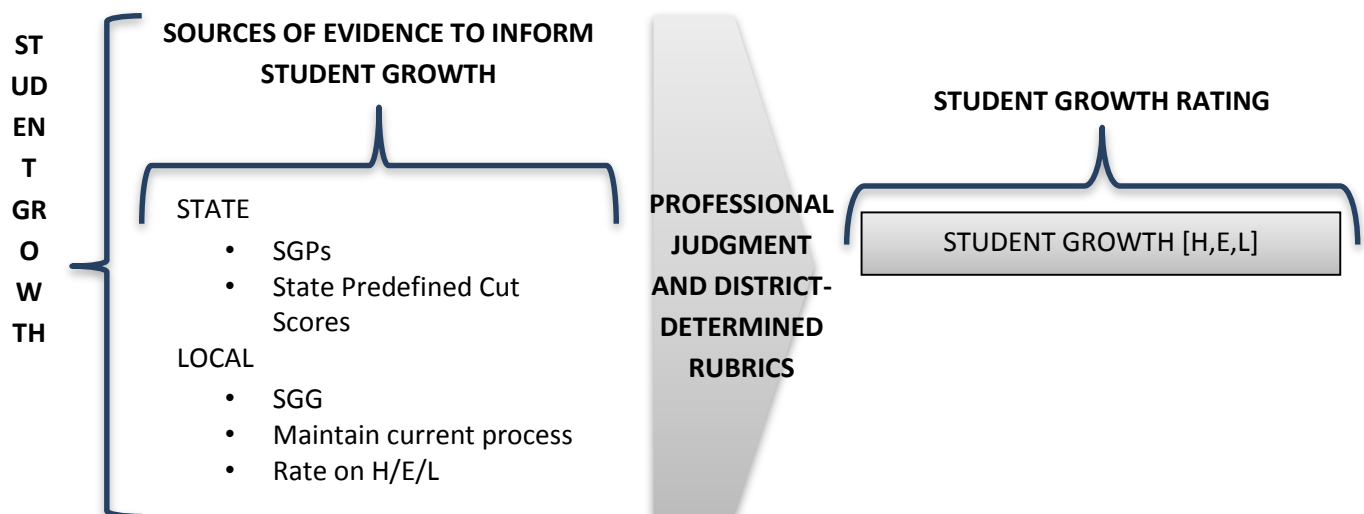


Required

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

Rating Overall Student Growth

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



Required

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

Local District Decision

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

COMBINED LOCAL AND STATE CONTRIBUTION STUDENT GROWTH RATING (Applies only to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE SGP RATING (provided by the state)	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Determining the Overall Performance Category

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

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

Professional Practice Rating

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Two Domains are rated ACCOMPLISHED and two Domains are rated EXEMPLARY	Professional Practice Rating shall be Exemplary
Two Domains are rated DEVELOPING and two Domains are rated EXEMPLARY	Professional Practice Rating shall be Accomplished
Two Domains are rated DEVELOPING and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be Accomplished
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be Exemplary
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be Developing or Ineffective
Domains 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be Ineffective

Local Student Growth Goal Instruments to Determine Overall Student Growth Rating.

Criteria for Determining Overall Student Growth Rating

LOCAL STUDENT GROWTH GOAL DECISION RULES MATRIX AND OVERALL STUDENT GROWTH RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

COMBINED LOCAL AND STATE CONTRIBUTION STUDENT GROWTH RATING (Applies only to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE SGP RATING (provided by the state)	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Criteria for Determining a Teacher's Overall Performance Category

TEACHER OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Developing
	Expected	Ineffective
	Low	Ineffective

Required

- Implement the Overall Performance Category process for determining effectiveness.

Professional Growth Plan and Summative Cycle

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

Professional Growth Plan and Cycle for Tenured Teachers

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

Appeals

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Required

- Districts shall have an appeals process established.

JCPS Appeals Process

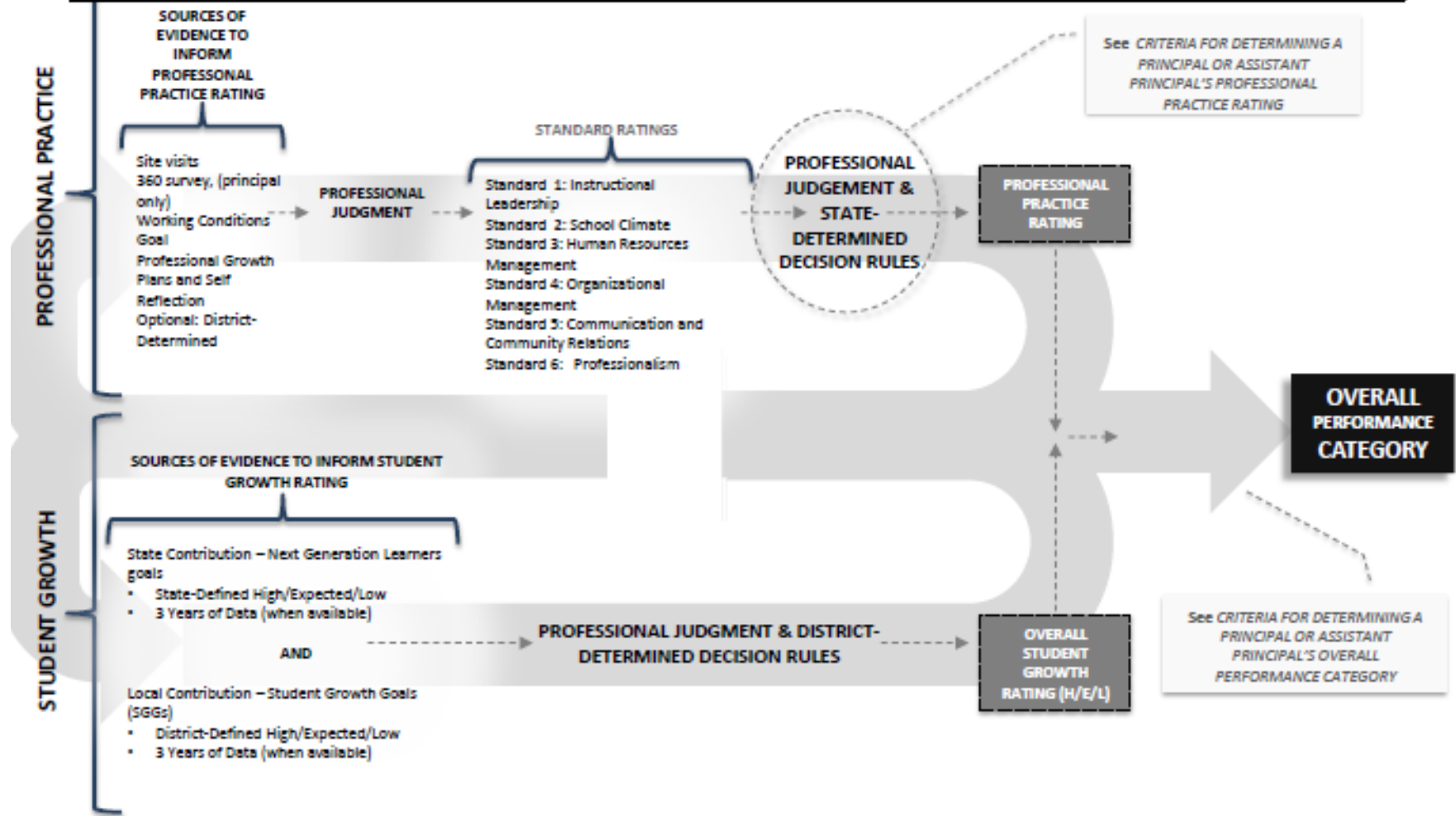
Certified school personnel who think they were not fairly evaluated may submit an appeal to the Local Appeals Panel within ten (10) working days of the receipt of the evaluation. The panel shall consist of two certified employees appointed by the appropriate representative organization (JCTA or JCASA) and one certified employee appointed by the school board.

The District shall inform employees of their right to request a hearing for any appeal. There shall be an opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the local evaluation appeals panel. Lastly, the evaluatee has the right to have his/her chosen representative present at the hearing.

A certified employee who feels that the local district is not properly implementing the evaluation plan, including PGES, may appeal to the Kentucky Department of Education, Legal and Legislative Resources at <http://www.education.ky.gov/KDE>

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

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS



SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

Standards		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
		<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback					
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support
Val-Ed360 Survey	Superintendent & Teacher Feedback						
	High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior	

Professional Growth and Effectiveness System – Principal and Assistant Principal

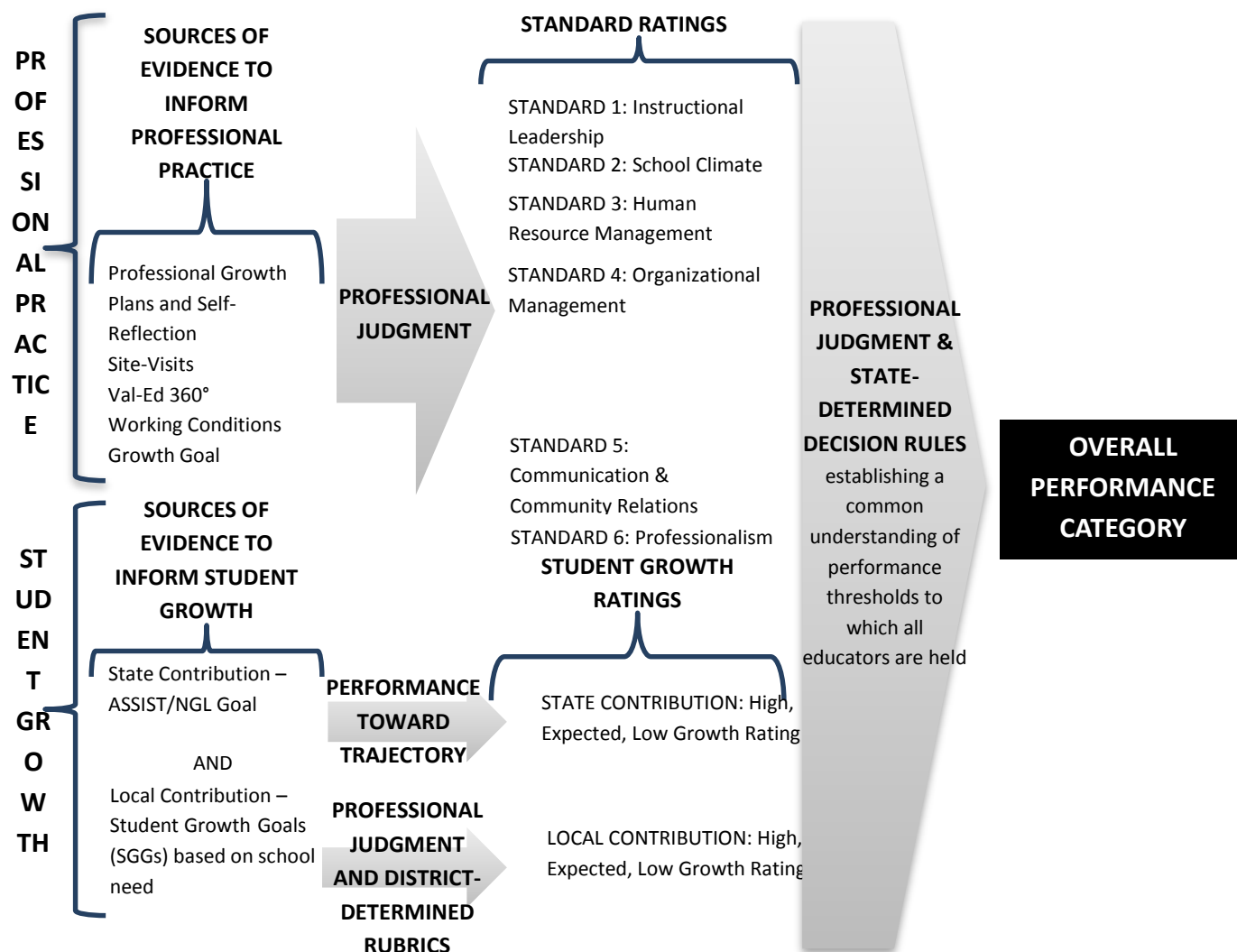
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

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

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

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



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

Principal Performance Standards

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

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

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

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

Local District Decision:

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

➔ Other Measures of Student Learning

Products of Practice may include, but are not limited to:

SBDM Minutes
Faculty Meeting Agendas and Minutes
Principal and/or school PLC Agendas and Minutes
Delivery Planning
CSIP
Department/Grade Level Agendas and Minutes
Leadership Team Agendas and Minutes
Walk-through documentation
Budgets
EILA/Professional Learning Experience Documentation
Other Surveys
Professional/Community Organization Memberships
Parent/Community Events
School Schedules

Professional Practice

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

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

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

Required:

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

Local District Decision:

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

Administrator and Superintendent/Designee will work together to implement the steps for self-reflection/PGP as indicated on the timeline below.

Timeline for Self-Reflection/PGP/Site Visits	
Timeline	Action
First 30 work days	Evaluation criteria and process used to evaluate shall be explained
By Oct. 15	Develop PGP and SGG- Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan
Fall semester	Site visit(s), ongoing self-reflection
Mid-Year Review	Review progress/reflections on growth and modify plan as appropriate
Spring Semester	Site visit(s), ongoing self-reflection
By June 15	Summative reflection and Evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

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

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

Required:

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

Local District Decision:

- ➔ Identify timeline for site-visits. **(See Timeline for Self-Reflection/PGP/Site Visits above)**
- ➔ Describe conference expectations following site visits.
- ➔ Describe site-visit connections to Principal Performance Standards.
- Site-visits conducted twice during the instructional year.
- During the post-visit conference professional growth plan progress, evidence toward Principal Performance Standards, as well as student growth goal monitoring will be reviewed.
- The template, adapted from the form provided by the state, will be used during the conferences and mid-year review to guide and document the reflections and any modifications to the plan.

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

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

Required:

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

Local District Decision:

- ➔ Identify a point of contact for overseeing and administering Val-Ed 360°.
- ➔ Identify the frequency of Val-Ed 360° administration.
- ➔ Identify the timeline for administration of Val-Ed 360°.
- ➔ Describe how Val-Ed 360° results will be used.
- ➔ Identify who will have access to Val-Ed 360°
- Director of Administrator Recruitment & Development will oversee the administration of Val-Ed 360° in the year opposite the administration of the TELL survey.
- The Val-Ed Survey will be administered once per year, in the years that it is administered, and completed by April 1.
- Val-Ed 360° results will be analyzed by the principal and supervisor.
- The Superintendent, Chief Academic Officer, Assistant Superintendents, and Director of Administrator Recruitment & Development will also have access to Val-Ed 360° results.

Working Conditions Goal (Goal inherited by Assistant Principal)

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

Required:

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

Local District Decision:

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

Working Conditions Growth Goal Ratings		
LOW	EXPECTED	HIGH
Does not meet goal within 10%	Meets goal within 10% (of the established goal)	Exceeds goal

- A minimum of one Working Conditions Goal will be developed in collaboration with the supervisor of the principal.
- The Working Conditions Goal template will be used to guide mid-point review.
- Additional surveys and/or evidence may be used to inform the Working Conditions Goal.

Products of Products of Practice/Other Sources of Evidence

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

Local District Decision:

- ➔ Identify other sources of evidence that can be used to support educator practice
- Other sources of evidence may include, but are not limited to:
 - SBDM Minutes
 - Faculty Meeting Agenda and Minutes
 - Department/ Grade Level Agendas and Minutes
 - PLC Agendas and Minutes
 - Leadership Team Agendas and Minutes
 - Instructional Round/ Walk-through documentation
 - Budgets
 - EILA/Professional Learning experience documentation

- Surveys
- Professional Organization memberships
- Parent/ Community engagement surveys
- Parent/ Community engagement events documentation
- School Schedules
- Other

Student Growth

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

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

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

Required:

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

Local District Decision:

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

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

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

Required:

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

Local District Decision:

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

Each Principal will create a minimum of one local growth goal, developed in collaboration with, and approved by, his/her supervisor. The process of determining high, expected, or low growth will be set by the superintendent or designee and the principal.

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

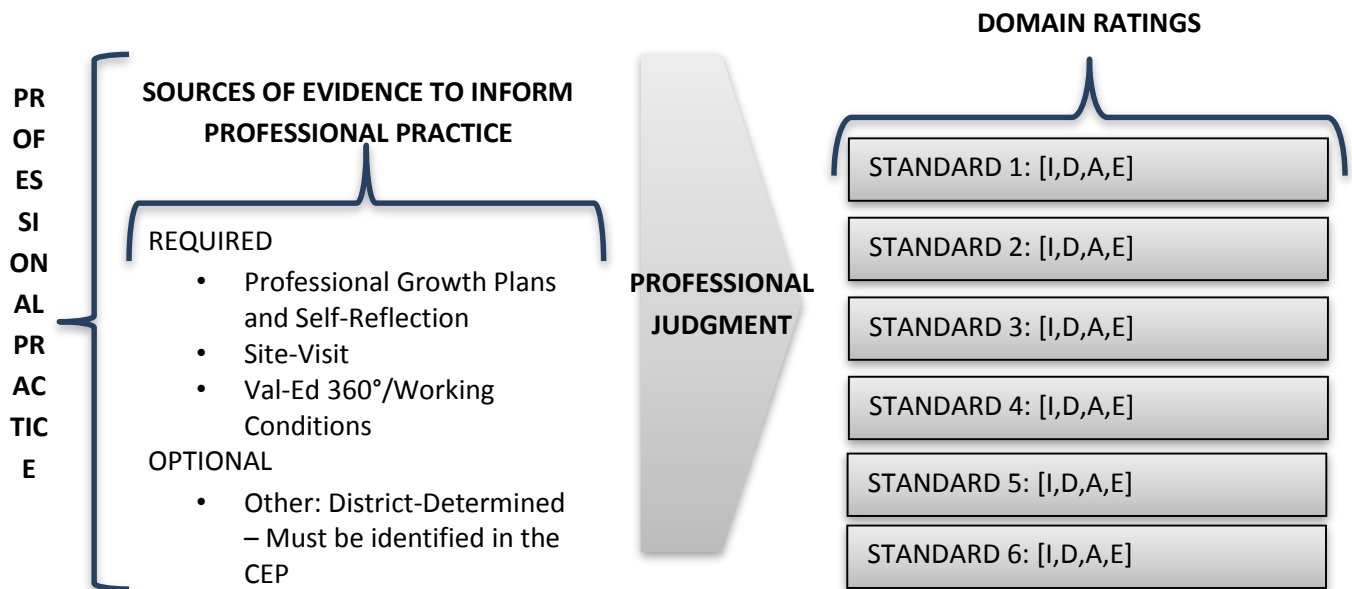
NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal)		
Low	Expected	High
No forward progress or progress declines	Meets goal or forward progress toward goal	Exceeds goal

Determining the Overall Performance Category

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

Rating Overall Professional Practice**Required:**

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



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

Local District Decision:

Describe timelines for rating professional practice.

- Professional practice ratings will be discussed during site visits. Evidence and feedback for professional practice ratings will occur at each site visit, and at the midyear growth plan reflection meeting.

Professional Practice Decision Rules

CRITERIA FOR DETERMINING A PRINCIPAL 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

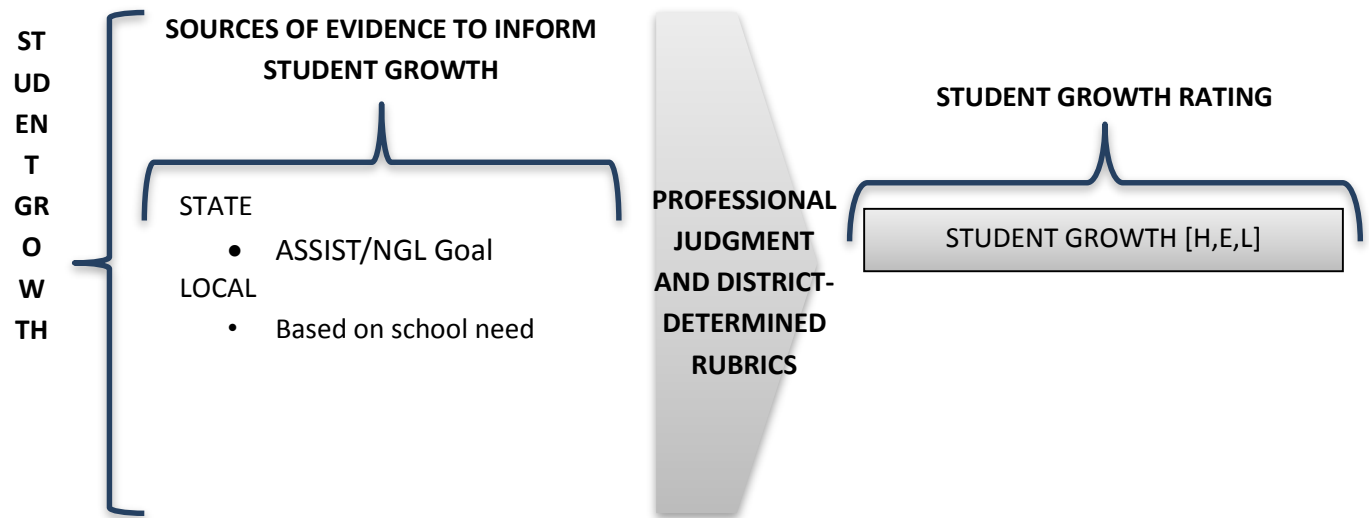
Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both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

Required:

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

Local District Decision:

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



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

PRINCIPAL AND ASSISTANT PRINCIPAL 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

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.

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

PRINCIPAL AND ASSISTANT PRINCIPAL		
OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Accomplished
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Accomplished
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Developing
	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		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	ACCOMPLISHED	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	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

Sample Principal PGES Cycle

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

CHART 15.0 PGES Cycle

Two Year Cycle of the PPGES

