



**HARDIN COUNTY SCHOOLS**  
HELPING CHILDREN SUCCEED

**Hardin County Schools  
Certified Evaluation Plan  
May 2015**

**Hardin County Schools Certified Evaluation Plan Committee**

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### **ASSURANCES-- CERTIFIED EVALUATION PLAN**

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

This evaluation plan was developed by an evaluation 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 one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP will be reviewed annually.

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

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

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

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

Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

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

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

The evaluation plan 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

# **Hardin County Schools Professional Growth and Effectiveness Plan**

## ***Professional Growth and Effectiveness System***

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

## **Roles and Definitions**

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
15. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
16. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

17. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals (Includes school counselors, library media specialists, school-level instructional coaches, and therapeutic specialists)
19. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
20. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
23. **Principal:** A certified school personnel 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.
24. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
25. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
26. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
27. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
28. **Self-Reflection:** 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.
29. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

- 30. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
- 31. **Student Growth:** Is defined by KRS 156.557(1)(c).
- 32. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
- 33. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
- 34. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
- 35. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 36. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- 37. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

**For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

# ***The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals***

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

## **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

## **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is 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 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 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 should become familiar with guidance documents provided by the department for preschool teachers, special education teachers, and teachers in alternate settings prior to conducting observations.

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

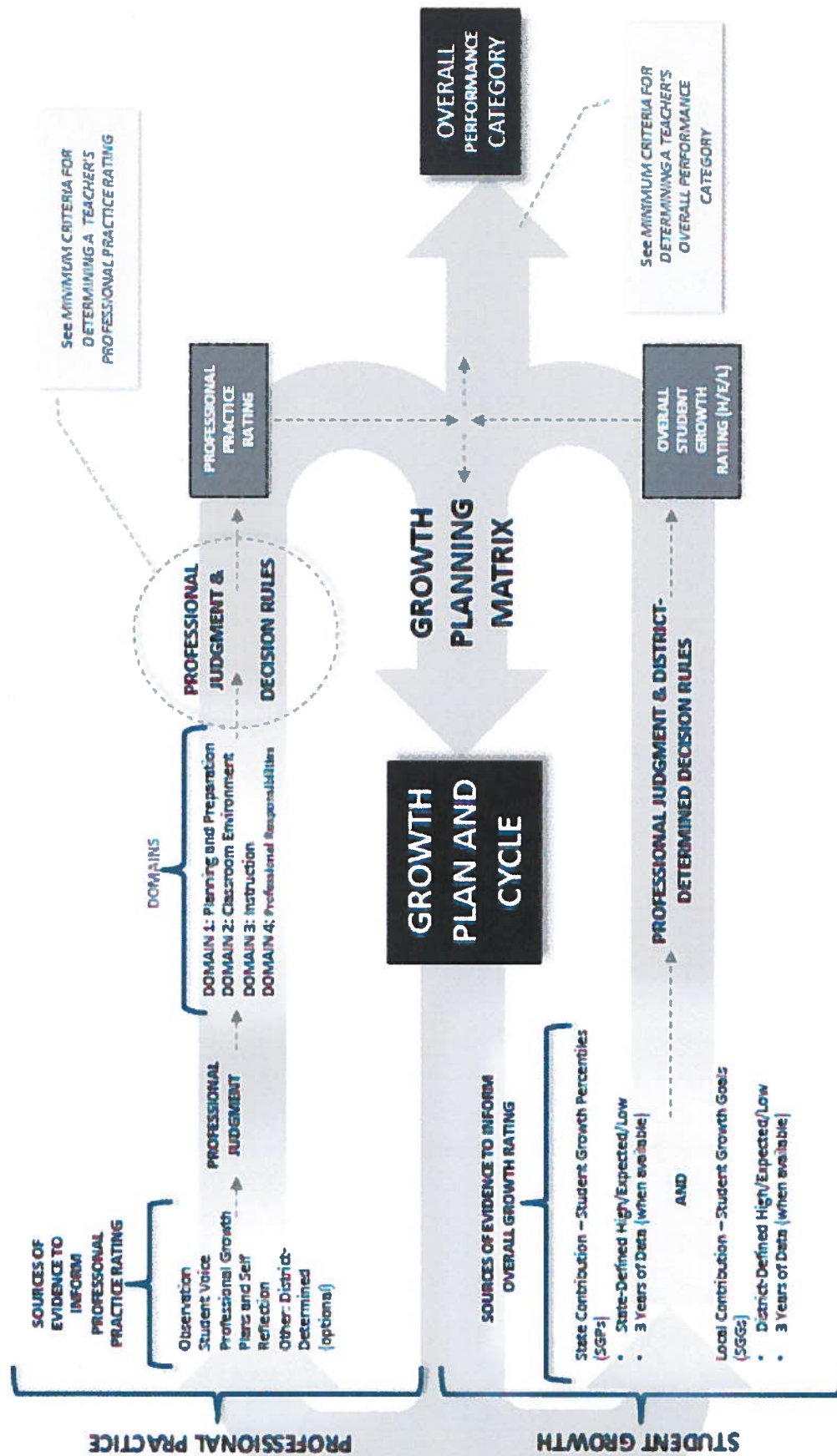
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)
- Other Measures of Student Learning
- Products of Practice
- Other Sources

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in the department-approved technology platform.



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



# **Professional Practice**

## **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. The teacher and/or other professional (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.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects 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/other professionals identify explicit goals which drive the focus of professional growth activities, support, and ongoing reflection.

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals will document self-reflection and professional growth planning in the department-approved technology platform or on the district-approved Self-Reflection and PGP form.
- An initial self-reflection will be completed by September 1st of each year. For employees hired after the start of the school year, the self-reflection must be completed within 15 working days.
- The self-reflection is only required for submission one time per year. However, teachers/professionals may continue to self-reflect throughout the year. When completing the self-reflection, the employee shall assign a rating to each component. If a rating of ineffective or developing is assigned, the employee will provide a rationale in the comment box.
- Professional Growth Plans will be submitted to supervisor through the department-approved technology platform or the district-approved Self-Reflection and PGP form by November 1st each year. For employees hired after the start of the school year, the professional growth plan must be completed within 30 working days.
- Each teacher and other professional will have a minimum of TWO professional growth goals. One goal must align to the school/district improvement plan.
- The professional growth plan will consist of answering the following three questions in detail:
  - What can I change about my practice that will effectively impact student learning?
  - How can I develop a plan of action to address my professional learning?
  - How will I know if I accomplished my objective?
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans by December 1 each year. For employees hired after the start of the school year, the supervisor will have 10 working days to approve the professional growth plan after it is submitted by the employee.
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the growth plan through the department-approved technology platform. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator. Employees needing a directed growth plan are determined using the summative rating chart on page 24 of the Certified Evaluation Plan.
- All Professional Growth Plans will be reviewed annually by April 30<sup>th</sup> in the department-approved technology platform or on the district approved Self-Reflection and PGP form.
- An optional mid-year review of the professional growth goal may be requested by the evaluator or evaluatee. During the review, the goal cannot be changed. However, strategies for achieving the goal can be modified. Mid-year reviews should occur before February 15 of each year.

## **Observation**

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are 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**

- Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
- Evaluators may schedule additional mini and/or full observations as needed.
- 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 can be documented in the department-approved technology platform or on the district-approved observation form(s).
- Observers will conduct three mini observations of approximately 15-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. One of the mini observations will be conducted by a peer observer. The final observation is a formal observation consisting of a full class or lesson observation.
- Other professionals (school counselors, library media specialists, instructional coaches, and therapeutic specialists) may require a site-visit format instead of an observation format. The decision to have a site-visit format should be determined prior to the observation by the evaluator and/or peer. If a site-visit format is utilized, a list of questions should be determined in advance of the site-visit and agreed upon during the pre-observation/site-visit conference. The questions utilized should allow for evidence to be collected in multiple components of the other professional's framework.

## **Observation Schedule**

- Observations may begin 30 days after the first day of teacher employment.
- Timeline for when observations must be completed:  
 First Observation Window: September 1<sup>st</sup> -October 15<sup>th</sup>  
 Second Observation Window: October 16<sup>th</sup> -December 1<sup>st</sup>  
 Third Observation Window: December 2<sup>nd</sup> -February 15<sup>th</sup>  
 Fourth Observation Window: February 16<sup>th</sup> -April 1  
 \*\*Observation windows may be altered by Director of Evaluation and Benefits if needed due to inclement weather days. All observations (including the post observation conference) must be completed by April 30<sup>th</sup> of the school year.
- Tenured teachers/professionals on a three-year growth plan cycle will have one mini observation the first year, one mini observation the second year, and the peer observation AND full observation during the third year of their cycle.
- Non-tenured teachers/professionals and teachers/professionals on a one-year growth plan or 12-month improvement plan will have two mini observations by their supervisor, one mini observation by a peer and a full observation by their supervisor each year until they are tenured or return to a three-year growth plan cycle.
- Full observations must occur in the fourth observation window and after the peer observation.
- For evaluates who do not report to work for sixty(60) or more consecutive school days or who are hired after the start of the school year, observations will be reduced to accommodate their actual number of work days. Every effort will be made by the evaluator to insure that evaluates receive the appropriate number of observations using the chart below.

Number of Work Days	Employee Type	Observations Required
1-60	Non-Tenured	Peer and Full
1-60	Tenured in Summative Cycle	Peer and Full
1-60	Tenured (non-summative year)	One Mini
61-120	Non-Tenured	One Mini, Peer and Full
61-120	Tenured in Summative Cycle	Peer and Full
61-120	Tenured (non-summative year)	One Mini
121-180	Non-Tenured	All (Two mini, one peer, and full)
121-180	Tenured in Summative Cycle	Peer and Full
121-180	Tenured (non-summative year)	One Mini

## **Peer Observation**

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel.

- ◆ All Teachers and Other Professionals will receive a peer observation in their summative year. Peer observations are mini observations (15-30 minutes)
- ◆ All Peer Observers participating during the summative year observations will complete the department approved training once every three years.
- ◆ All required peer observations must be documented in the department-approved technology platform or on a district-approved observation form.
- ◆ When using the district-approved observation form, peer observers shall NOT provide ratings. The form will only be used to script evidence for documentation.
- ◆ All peer observation documentation will be accessed only by the evaluatee.
- ◆ Peer observers will be selected at school level by the primary evaluator. Building administrators may choose to have all certified staff members participate as peer observers OR they may create a pool of observers for peer observation. Peer observers will be assigned by the evaluator.
- ◆ Since the purpose of peer observation is to collect evidence and provide feedback based on a Framework, peer observers do not have to share the same role as the observee. (TPGES participants can observe OPGES participants and vice-versa.) The peer observer should take the time to become familiar with the professional's Framework prior to the observation.
- ◆ Other professionals may request that the peer conduct a site-visit in lieu of an observation. Site-visit questions should be determined in advance as part of the pre-observation conference.

## **Observation Conferencing**

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

- Pre-observation conferences are required for the peer observation and the full observation. Pre- observation conferences may be conducted for the other two mini observations if requested by the evaluator or evaluatee.
- Pre-observation conferences with the supervisor may be conducted in person, or submitted electronically through e-mail or other electronic platforms.
- Pre and post conferences for the peer observation must be conducted in-person or through a platform that allows visual and/or auditory discussion (i.e. phone, Lync, FaceTime, etc.). Peer observation conferences should not be completed through e-mail or other written electronic platforms.
- Pre-observation conferences will be documented using the district-approved pre-observation form.
- The observer will provide scripted evidence to observee within three (3) working days of observation.
- All observations (including peer observations) will include a post-observation conference to be conducted within five (5) working days.
- The post-observation conference will be documented using the district-approved post-observation form.
- When completing a site visit for OPGES, the post observation conference will occur simultaneously and no post-observation form is needed.

## **Observer Certification**

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for 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

Additionally, all new administrators shall be initially trained, tested, and certified according to state guidelines, including training by the district in the use of the local evaluation process. (704 KAR 3:345, Section 6)

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

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

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

### **TeachScape Support System for Administrators**

Initial Support	Support for Second Attempt	Support for Third Attempt
All new evaluators will participate in a cohort group to prepare for the proficiency exam. The cohort may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules and exam; study guides; group discussions	Assign mentor who has passed the proficiency test. The mentor may provide any or all of the following supports: timeline for completion of modules and exam; reminders to complete modules; study guides; discussion groups; in-person modeling.  Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor present until the proficiency exam is passed.	Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor present until the proficiency exam is passed.  Continue mentor supports

## **Observer Calibration**

As certified observers may tend to experience “drift” in rating accuracy, the district completes a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process is 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.

- ◆ **Observer calibration during years two and three of the Observer Certification process based on the department approved platform.**
- ◆ **Re-certification after year three.**
- ◆ **Each observer will enroll in the state approved technology platform for calibration. A total of three calibration windows will be available to observers.**
- ◆ **The following protocol will be followed at the district level to insure that observers remain accurate in their scoring procedures:**

Calibration Window One	Calibration Window Two	Calibration Window Three
<p>Window one will occur in the fall of each year.</p> <p>If an observer receives all exact or adjacent scores during window one calibration, then he/she will have completed the annual calibration requirement.</p> <p>If the observer receives any discrepant scores, then he/she will need to complete calibration during window two.</p>	<p>Window two will occur in the winter of each year.</p> <p>If an observer receives all exact or adjacent scores during window one calibration, then he/she will have completed the annual calibration requirement.</p> <p>If the observer receives any discrepant scores, then he/she will need to complete calibration during window three. The observer may request additional support and training to prepare for window three.</p>	<p>Window three will occur in the spring of each year.</p> <p>If an observer receives all exact or adjacent scores during window one calibration, then he/she will have completed the annual calibration requirement.</p> <p>If the observer receives any discrepant scores, then he/she will be asked to complete an additional 3-hour training on the Framework for Teaching provided by district personnel before conducting any further observations.</p> <p>Superintendent or his/her designee will assign an alternate observer who will conduct observations with the supervisor present until calibration requirements have been completed.</p>

## **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.

- The District Student Voice Survey Point of Contact will be the Director of Assessment. Each building will also appoint a Building Student Voice Survey Point of Contact. If no contact is appointed at the school level, the principal will be the Building POC.
- No student will be asked to participate in more than THREE surveys.
- All eligible teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students. Each teacher with multiple class sections (i.e. high school, middle school, related arts, etc.) will have at least ONE identified groups of students (class sections) complete the Student Voice Survey. Self-contained teachers (i.e. elementary school teachers) will have their homeroom students complete the survey. Special education teachers may choose to have students on their caseload complete the student voice survey OR they may choose to have a class of students complete the survey who work with the teacher in a co-teaching setting. The District Student Voice Point of Contact will determine the class period(s) that will be administered the survey for the entire district.
- Teachers will not administer the student voice survey about their own class.
- Students will not be denied the ability to participate in the student voice survey due to disability or special need (i.e. English Language Learner, 504 plan, etc.) Students may have the same accommodations afforded to them on the student voice survey as they would have during state testing (i.e. reader, prompting, paraphrasing, etc.). The student's accommodations will be provided by someone other than the teacher about whom the student is answering the survey.
- Results will be used to inform Professional Practice. Formative years' data will be used to inform Professional Practice in the summative year.
- All participating teachers and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time during the fall of each year. All surveys will be conducted during the state-determined window(s).
- The survey will be administered in the school.
- Survey data will only be considered for TEACHERS when 10 or more students are respondents.
- Surveys for other professionals and teachers in alternate settings will be given using paper and pencil. The survey results will be tabulated using the Student Voice Survey calculator and results provided to these professionals within 30 working days of administration.
- Survey data for Other Professionals and Teachers at Alternate Settings will only be considered when five (5) or more students are respondents.
- Parents/guardians will be given the option to have their child(ren) not participate in the student voice survey. All parents/guardians who mark "NO" on the district certification statement for the item, "Periodically students may be asked to voluntarily participate in anonymous surveys to determine student programming and evaluate programs. I grant permission for my child to participate in anonymous surveys addressing school safety concerns," will exempt their child from the Student Voice Survey. Additionally, a parent permission letter will be sent home with information regarding the student voice survey and giving parents/guardians the option of having students to not participate.



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

Teachers and Other Professionals 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.

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

Other Possible Sources of Evidence may include:

- ☐ 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
- ☐ Other evidence as deemed appropriate by school or district

### **Letters and Memos**

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

## **Student Growth**

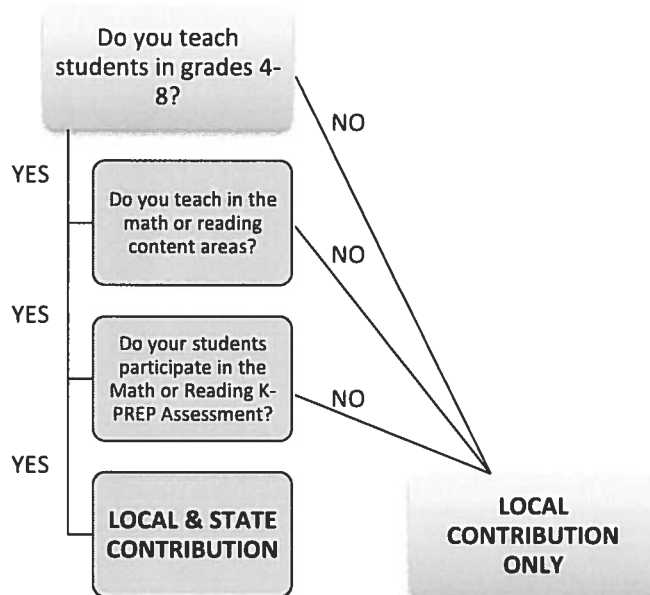
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP).

The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

The following graphic provides a roadmap for determining which teachers receive which contributions:



### ***State Contribution*** – Median Student Growth Percentiles (MSGP) – (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 rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. 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) –All teachers and Other Professionals**

The local contribution for the student growth measure is a rating based on the degree to which a teacher or other professional 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 and other professionals will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher or other professional 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).

### **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. SGGs for alternate settings and other professionals may vary from this requirement with principal approval.
- 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 includes both a growth component and a proficiency component.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- The data for SGGs will only be collected on students who are enrolled in a teacher's course/class for 100 instructional days or 60% of the course term.
- **All teachers and other professionals will write a student growth goal based on the criteria. Student Growth Goals will be submitted to principals in the department-approved technology platform or using the district-approved SGG plan form by November 1<sup>st</sup> of each school year. Teachers who are hired after the start of school will have 30 working days to submit a Local Contribution Student Growth Goal.**

### **Rigor**

- Rigor will be assessed for each student growth goal using a district-defined checklist. The checklist will be utilized by the principal to determine if the goal is congruent to Kentucky Core Academic Standards (when applicable) and to determine if the goal is Specific, Measurable, Appropriate, Realistic, and Time-Bound. Additionally, each goal will be checked to determine if it includes both a growth component and a proficiency component. Goals that do not meet all required parts of the checklist will be sent back to the teacher for review before being approved by the evaluator. All student growth goals will be checked for rigor by the supervisor by December 1<sup>st</sup> of the academic year. Or, for employees hired after the start of the year, the SGG will be checked for rigor within 10 working days of submission.

### **Comparability**

#### **Administration Protocol**

In order for student growth goals to be comparable across schools and the district, teachers will meet in Professional Learning Communities to analyze data from district assessments and/or create common assessments for the purpose of gathering baseline and continuous data. Baseline data and continuous data can come from multiple sources including, but not limited to Measures of Academic Progress (MAP), STAR assessments, teacher-created assessments, Literacy Design Collaborative (LDC) tasks, Math Design Collaborative (MDC) tasks, End of Course assessments, and K-PREP data. Teacher-created assessments will be

based upon the state and/or national standards for the teacher's content area. Professional Learning Communities will follow the guidelines set forth in the district's SMART goals during all meetings. When teachers do not have a school-level Professional Learning Community, the teacher may consult with other professionals in the district or state with similar content to create and/or analyze data. These consultations may take place in person or through the use of technology.

### **Scoring Process**

- In PLCs, teachers will determine what common assessments or district assessments will be used to measure an enduring skill and develop universal protocols by jury process for comparable administration procedures and data collection.

### **Sources of Evidence for Measuring Student Growth**

- Pre-Test/Post-Test
- The teacher and principal may use pre- and post-test results to determine the growth identified in their goal. These assessments can be identical or comparable versions.
- Repeated Measures Design
- Teachers may maintain a record of results on short-term measure 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 quantitative 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 analyze the pattern across the repeated administrations of the measure.
- Examples of other measures may include: Literacy Design Collaborative Model, Math Design Collaborative Model, Authentic Performance Tasks, Problem-Based Learning, etc.

### **Student Growth Goals for Alternate Settings, OPGES participants, and Preschool Teachers**

- Skill may be related to behavior or emotional/social skills. The goal should focus on a skill that directly or indirectly impacts student learning.
- Guidance provided by the state department of education for these settings shall be considered by the evaluator.
- Goals should still be SMART (Specific, Measurable, Appropriate, Realistic, and Time-Bound)
- Time-bound may be a shorter interval to accommodate setting,

### **Mid-Year Review Process**

- An optional mid-year review of the Student Growth Goal may be requested by the evaluator or evaluatee.
- During the mid-year review, the goal itself cannot be changed. However, the instructional/behavioral strategies to implement the goal can be modified.
- A mid-year review of the Student Growth Goal should be completed by February 15 of each year.

## **Determining Growth for a Single Student Growth Goal (SGG)**

### **Decision Rules for Local Student Growth Goals:**

- Each student growth goal has TWO components: growth and proficiency.
- For the growth component:  
90%-100% of students show measurable growth as written in the student growth goal=Expected  
Less than 90% of students show measurable growth as written in the student growth goal=Low
- For the proficiency component:  
Interval constraints will be plus/minus 10% of the goal=Expected  
Above the interval constraints=High  
Below the interval constraints=Low
- Combine growth component and proficiency component using the chart below to determine student growth goal rating for that academic year.

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

- Record score in the department-approved technology plan or on the district-approved SGG plan form.

## **Determining the Overall Performance Category**

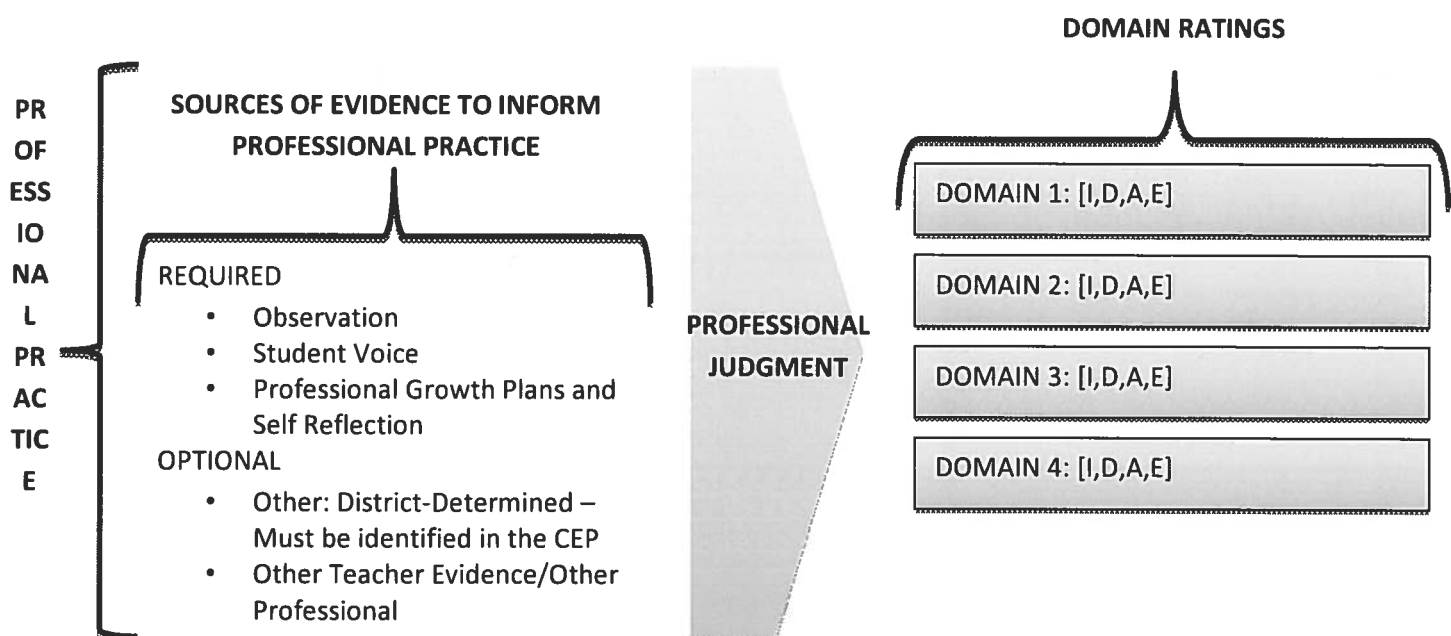
Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance 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 organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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.

- Provide a summative rating for each domain based on evidence. Use the state decision rules to determine an overall rating for professional practice.



- All ratings must be recorded in the department-approved technology platform.
- A copy of the summary of evidence will be printed and signed by the evaluatee and the evaluator to be placed in the district personnel file. The evaluatee will also receive a copy of the summary of evidence.

### **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 MSGP (where available), and will be considered in a three year cycle (when available).

- SGG and MSGP(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. When three years of data are not available, the data that is available will be used to make the final determination.
- To determine overall student growth rating, each rating for SGG and MSGP(when available) from the past three years will be given a numerical weighting.  
Low=1  
Expected=2  
High=3
- The total rankings will be averaged from the previous three years (if available) and applied to the following scale.

Ranking	Average Score
Low	1.0-1.49
Expected	1.5-2.49
High	2.5-3.0

## **Determining the Overall Professional Practice Rating**

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

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

### **CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING**

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

## **Determining the Overall Performance Category**

- ♦ Apply State Overall Decision Rules for determining educator's Overall Performance Category.
- ♦ Record all summative ratings in the department-approved technology platform.

### **CRITERIA FOR DETERMINING A TEACHER OR OTHER PROFESSIONAL OVERALL PERFORMANCE CATEGORY**

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



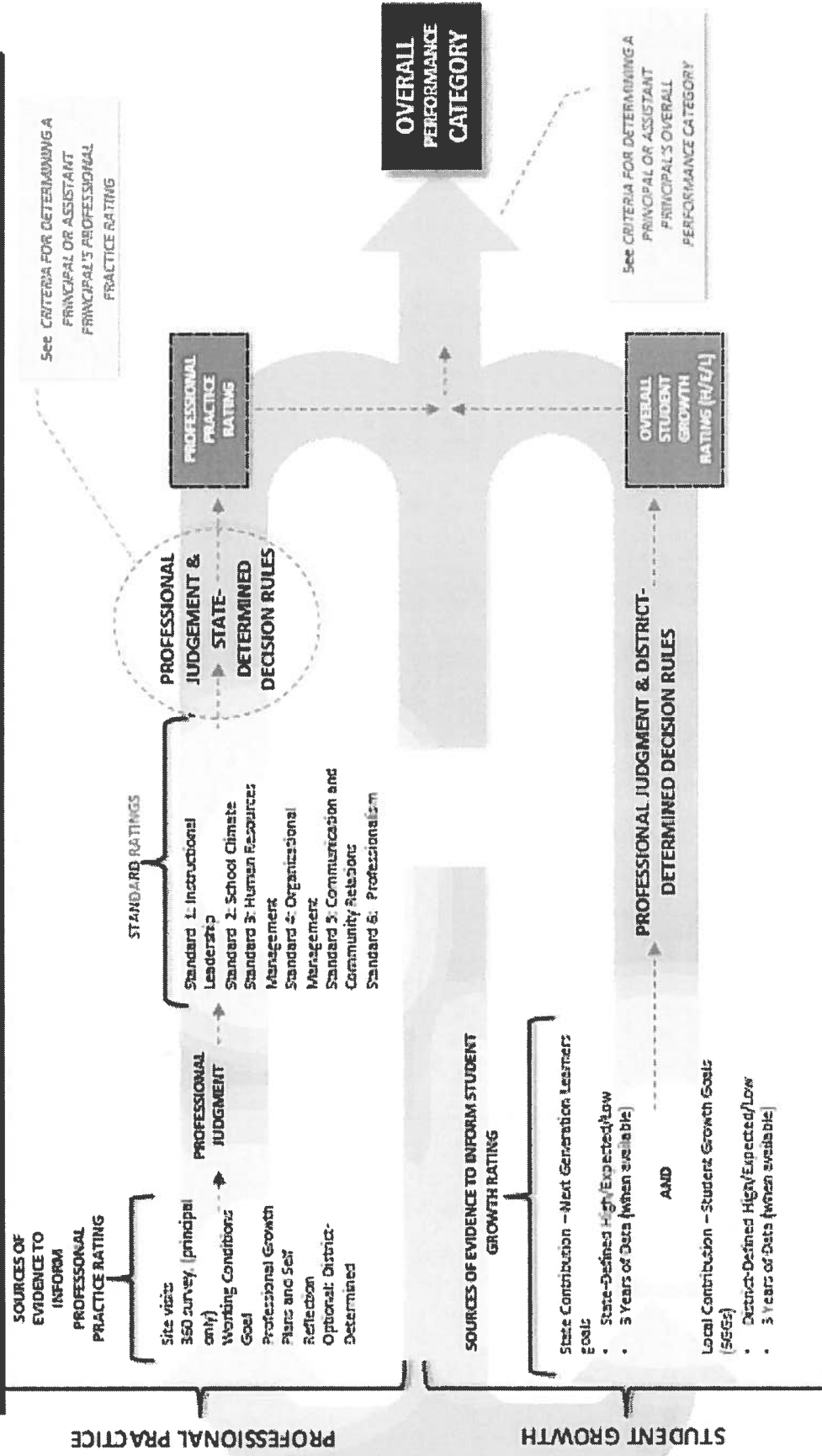
## **Professional Growth Plan and Summative Cycle**

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

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

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

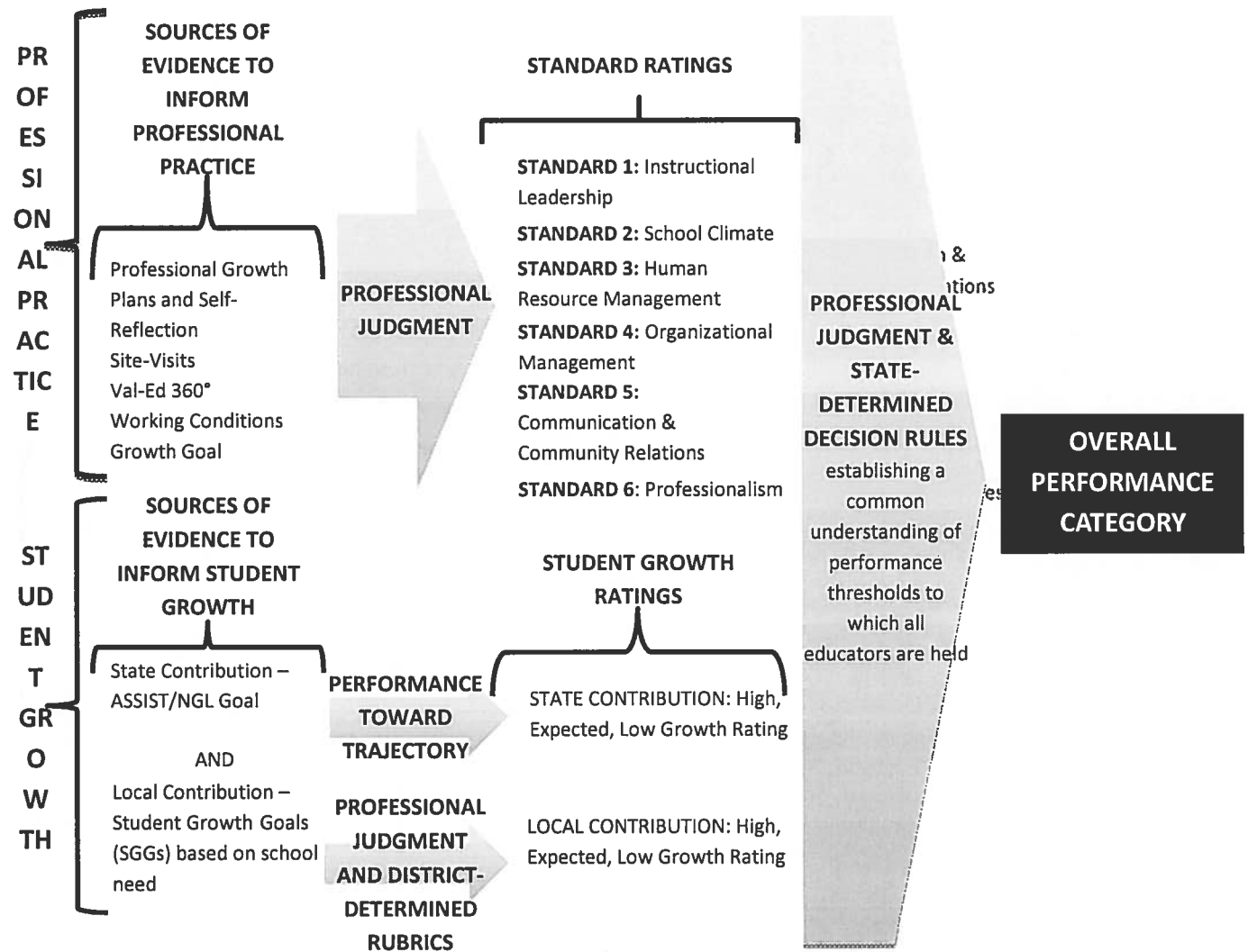
# KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS



## **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 is grounded in a common framework: 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 or assistant principal's professional practice will be situated within one or more of the six 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 or assistant 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:

### **Sources of Evidence**

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

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

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

## **Professional Practice**

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

### **Professional Growth Planning and Self-Reflection**

#### **Completed by principals & assistant principals**

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

- All principals will complete the self-reflection and a professional growth goal for the upcoming year during their summative conference (prior to June 30). For principals hired after June 30, the self-reflection and professional growth goal must be completed within 30 working days.
- All assistant principals will complete the self-reflection and professional growth goal each year by September 1<sup>st</sup>. For assistant principals hired after the start of the school year, the self-reflection must be completed within 30 working days.
- A mid-year review of the Professional Growth Plan will occur before April 1 each year.

### **Site-Visits**

#### **Completed by supervisor of principal – *formative conferences for assistant principals completed by supervisor***

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.

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First site visit will be conducted before December 31<sup>st</sup> of the school year. Second site visit will be conducted prior to May 1<sup>st</sup> of the school year.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the completion of the district approved site visit form, which includes connectivity to the Principal Performance Standards, comments, and next steps for the principal.
- Assistant principals will receive at least one formative conference each year by June 30 with their principal using the district-approved Principal PGES Site visit form for the purpose of reflecting on current practice and making next step goals.

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

### **VAL-ED ROLE GROUPS**

**District Administrator** – The Director of Evaluation and Benefits will oversee and monitor the implementation of VAL-ED 360 and coordinate the survey at all schools. The role of the district administrator is to oversee and monitor the implementation of the VAL-ED 360 process, including the distribution of teacher "letters" in hard copy to each principal and the superintendent/designee and the school teacher letters to each school. This letter will contain an anonymous code for access to the online survey. Participants will be surveyed at three levels . . . supervisor(s), principal, certified teachers. The district administrator will establish and communicate the VAL-ED window of administration (to occur in the fall of alternating years) and individual schools will choose a teacher to organize the method for teachers to complete the survey. Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline.

**School VAL-Ed Coordinator**-The school Val-Ed Coordinator serves as a liaison between district and school in administrator to train, identify how the school will organize for the teacher survey and to distribution teacher codes. Each school will develop and publish the process for taking the VAL-ED that accommodates teacher schedules and assures all teachers participate in the survey.

**Superintendent** - The superintendent will receive an access code to be able to monitor the survey process and reports. Individuals completing the survey remain anonymous through an access code process but the superintendent, as well as the District Administrator, will be able to see the response rates and reports. The reports are not final until the survey window is closed. For this reason, it is imperative that the superintendent wait until this time before printing/using the report data. The individual principal data/report is personnel sensitive and should not be shared with anyone not designated as the primary supervisor.

**Supervisors** – The district may elect to have up to three district staff complete the survey for an individual principal. This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. One to two additional supervisors (district office staff who also work closely with the principal, such as assistant superintendents, instructional supervisors, Title I coordinators, special education directors, etc.) may also complete a survey for individual principals. This is a district level decision made by the primary supervisor.

**Principals** – Each principal will also complete a survey specifically designed for principals. The District Administrator will distribute a letter containing an access code to each principal. The principal will also receive an email with access information to the final report.

**Certified Teachers** – All certified teachers assigned to a specific school should complete the online survey designed specifically for teacher input. Teacher's surveys are anonymous and the district/principal does not have access to individual teacher responses. This is supported by the use of individual access codes distributed in a random manner by district personnel - not the school principal.

VAL-Ed Survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey 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.

- Developed following the completion of the TELL Kentucky Survey.
- Each principal in collaboration with the superintendent/designee will develop at least ONE working conditions goal based on the most current TELL Kentucky Survey data.
- If a principal does not have TELL data, due to lack of participation by staff, the principal will use district TELL data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the TELL survey, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to implement over a two-year period. Working conditions goals will be completed no later than September 1<sup>st</sup> of each year.
- When creating the Working Conditions Goal rubric, the principal will include the target percentage in the "Accomplished" range of the rubric. The interval constraint for the accomplished range will be +/- 5 of the target percentage. Other ranges in the rubric shall be established in collaboration with the superintendent.
- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted TELL statement, or conversations with the supervisor documented on the mid-year conference form.



### **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.

- ♦ SBDM Minutes
- ♦ Faculty Meeting Agendas 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 evidence as deemed appropriate by district

### **Letters and Memos**

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

## **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.

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless Local goal is based on Gap population.
- Goal begins in fall and ends in fall of the following school year. Data will be lagged by a year. All Student Growth Goals must be submitted to superintendent within 30 working days after testing data is released.
- Interim trajectory goals come from ASSIST. However, they can be modified to increase the percentage goal. All goals must include a percentage in order to be measurable.
- The following rules will apply when determining high, expected or low growth for a local student growth goal:
  - Interval constraints will be plus/minus 5% of the goal=Expected
  - Above the interval constraints=High
  - Below the interval constraints=Low

## **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.

- Based on Gap population unless State goal is based on Gap population.
- Each principal shall have ONE local student growth goal.
- Goal will be developed in collaboration with the superintendent. Goal can be taken from ASSIST and address achievement, gap, growth, College/Career Readiness, or another aspect of school improvement. All local goals will include a percentage in order to be measurable.
- Goal will begin in fall and end June 1<sup>st</sup> of the calendar year. Local goals can be measured for success using formative data from the school and/or district level (since state data is not available until the following school year).
- The following rules will apply when determining high, expected or low growth for a local student growth goal:
  - o Interval constraints will be plus/minus 5% of the goal=Expected
  - o Above the interval constraints=High
  - o Below the interval constraints=Low

### **Mid-Year Review of Student Growth Goals:**

- A mid-year review of the student growth goal will occur before April 1 each year.
- A review of data will be conducted to determine progress toward the Local Student Growth Goal.
- The goal cannot be changed at this point, but the strategies being implemented to obtain the goal can be adjusted.

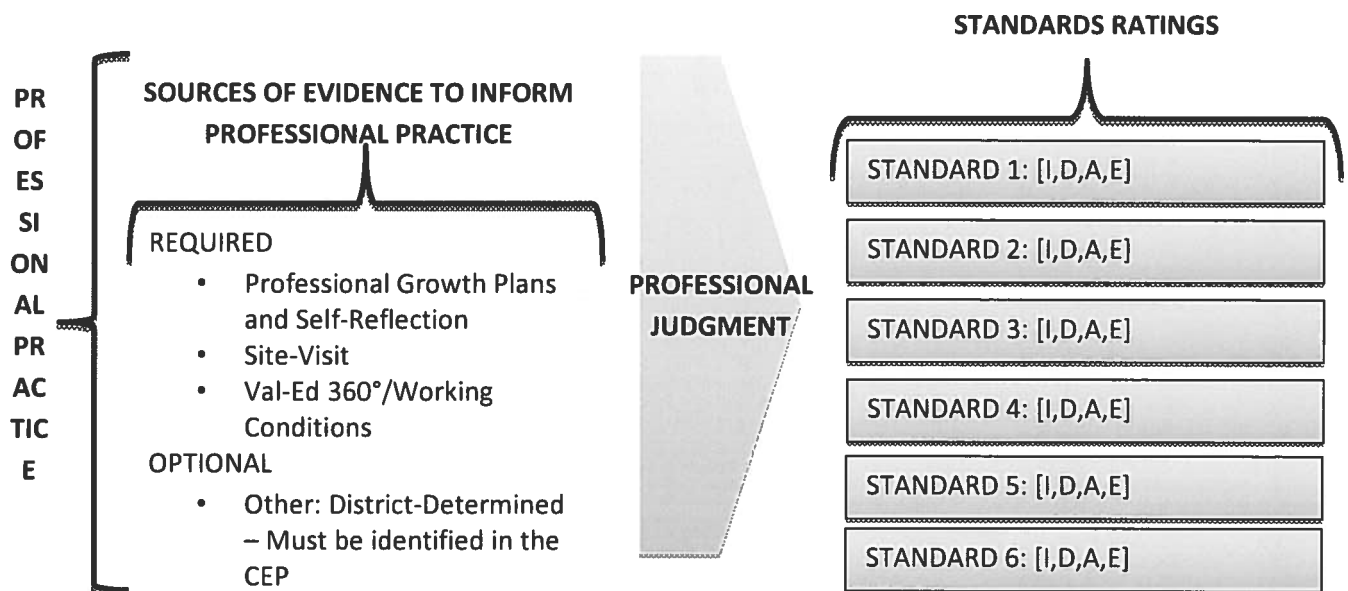
## **Determining the Overall Performance Category**

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 the department-approved technology platform.
- ♦ Completed by June 30 of each year.



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:

**CRITERIA FOR DETERMINING A PRINCIPAL or  
ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE  
RATING**

IF...	THEN...
Principal or Assistant Principal 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 Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

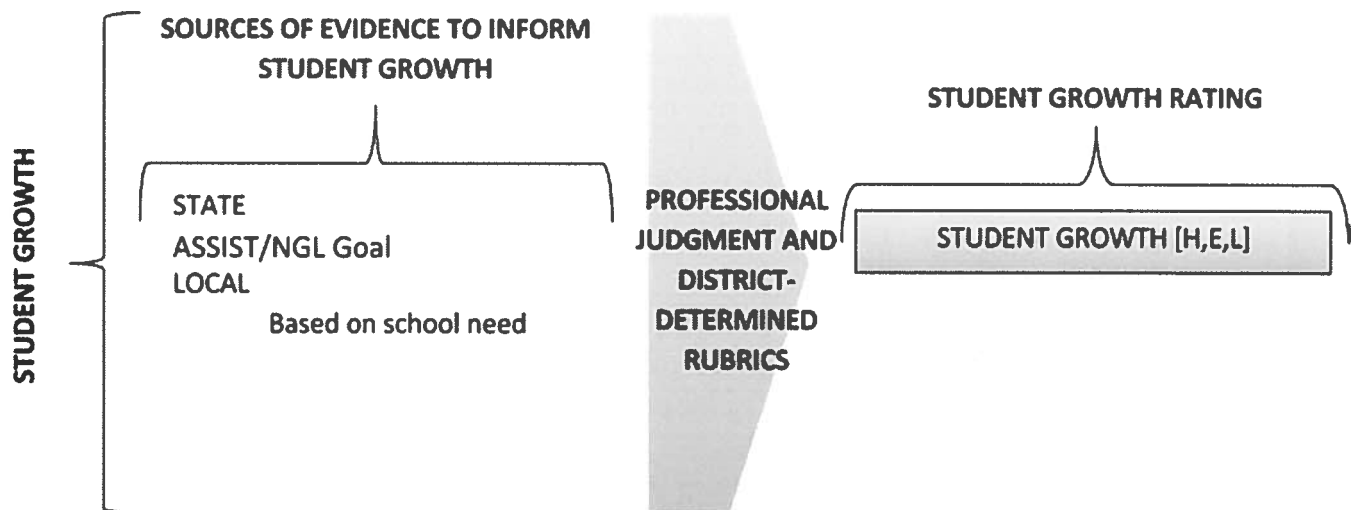
### **Rating Overall Student Growth**

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.

- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available).
- Record ratings in the department-approved technology platform.
- To determine overall student growth rating, both state and local goals will be given a numerical weighting.  
Low=1  
Expected=2  
High=3

Determination of a single yearly combined goal rating will be a simple average of the two goals. When a principal has established three years of trend data for SGG, the principal will have a ranking based on an average of the three year score. The total rankings will be averaged from the previous three years (if available) and applied to the following scale. They will be recorded in the department-approved technology platform.

Ranking	Average Score
Low	1.0-1.49
Expected	1.5-2.49
High	2.5-3.0



## **Determining the Overall Performance Category**

A principal's/assistant 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.

- ♦ **Apply State Overall Decision Rules for determining a principal's/assistant principal's Overall Performance Category.**
- ♦ **All summative ratings must be recorded in the department-approved technology platform by June 15 of each year.**

### **CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
<b>Exemplary</b>	High OR Expected	Exemplary
	Low	Developing
<b>Accomplished</b>	High	Exemplary
	Expected	Accomplished
	Low	Developing
<b>Developing</b>	High	Accomplished
	Low OR Expected	Developing
<b>Ineffective</b>	Low, Expected OR High	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



## ***OTHER DISTRICT CERTIFIED PERSONNEL***

Includes:

- District-Level Psychologists
- District-Level Social Workers
- District-Level Educational Consultants
- Directors
- Associate Superintendents
- Other District Personnel—Position must work with and/or provide support to schools throughout the district as primary role of position.

## **Performance Standards and Frameworks for Other District Personnel**

For each of the following positions, district personnel will utilize the standards and/or Framework most closely related to their position. Guidelines for positions are listed below. The supervisor will provide the employee with access to his/her standards and become familiar with the standards/framework for the purpose of evaluation. These frameworks and standards were created with a school-level mindset. Evaluators will utilize professional judgment to determine the appropriateness of each component/standard as it applies to the position being evaluated.

- District-Level Psychologists—Framework for School Psychologists
- District-Level Social Workers—Framework for Counselors/Social Workers
- District-Level Educational Consultants—Framework for Instructional Coaches
- Directors—Principal Performance Standards
- Associate Superintendents—Principal Performance Standards
- Other District Personnel—Framework will be determined by Director of Evaluation and Benefits in consultation with the evaluator

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

### **Sources of Evidence**

- ♦ Professional Growth Planning and Self-Reflection
- ♦ Site-Visits/Observations
- ♦ Student Growth Goals

Additional sources of evidence that may be required:

- ♦ Products of practice
- ♦ Surveys
- ♦ Other evidence deemed appropriate by district and/or evaluator

## **Self-Reflection and Professional Growth Planning**

Reflective practices and professional growth planning are iterative processes. The certified personnel (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 evaluator 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.

The Professional Growth Plan addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including observation/site visit feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the evaluators, district-level certified personnel identify explicit goals which drive the focus of professional growth activities, support, and ongoing reflection.

- All district-level certified personnel will participate in self-reflection and professional growth planning each year.
- All district-level certified personnel will document self-reflection and professional growth planning on the district-approved Self-Reflection and PGP form.
- Self-reflection process will be completed by September 1st of each year for district-level psychologists, district-level social workers, district-level consultants, and other district level positions. For employees hired after the start of the school year, the self-reflection must be completed within 15 working days.
- Professional Growth Plans will be submitted to supervisor on the district-approved Self-Reflection and PGP form by November 1st each year for district-level psychologists, district-level social workers, district-level consultants, and other district level positions. For employees hired after the start of the school year, the professional growth plan must be completed within 15 working days.
- Self-reflection and Professional Growth Plans for director positions and associate superintendents will be completed by June 30 of the previous school year. For directors or associate superintendents hired after June 30, the self-reflection and PGP will be submitted within 30 working days.
- Each district-level employee will have a minimum of TWO professional growth goals. One goal must align to the district improvement plan.
- The professional growth plan will consist of answering the following three questions in detail:
  - o What can I change about my practice that will effectively impact student learning?
  - o How can I develop a plan of action to address my professional learning?
  - o How will I know if I accomplished my objective?
- Evaluating supervisor will review submitted Professional Growth Plans and provide feedback and/or approve plans within 30 days of submission. For employees hired after the start of the school year, the supervisor will have 10 working days to approve the professional growth plan after it is submitted by the employee.
- The professional growth plan process can be collaborative or directed. Employees on a collaborative process will submit the growth plan using the district-approved Self-Reflection/PGP form. Employees on a directed professional growth plan will develop a plan under the direction of the primary evaluator.
- Professional Growth Plans for district-level psychologists, district-level social workers, district-level consultants, and other district level positions will be reviewed annually by April 30<sup>th</sup> on the district approved Self-Reflection and PGP form. Professional Growth Plans for directors and associate superintendents will be reviewed annually by June 30<sup>th</sup>.
- An optional mid-year review of the professional growth goal may be requested by the evaluator or evaluatee. During the review, the goal cannot be changed. However, strategies for achieving the goal can be modified. Mid-year reviews should occur before February 15 of each year.

## **Observation/Site Visits**

Observations and site visits are methods used by the evaluator to gain insight into the practices and services of the district-level certified personnel. During an observation and/or site visit, the evaluator will collect data related to the framework/standards of the employee. The data will be utilized to determine professional practice ratings for each component of the framework or for each standard.

- ♦ Conducted at least TWICE per year for district-level psychologists, district-level social workers, district-level consultants, and other district level positions. One site visit/observation should occur prior to December 31 and the other visit prior to April 30.
- ♦ Prior to the observation/site visit for district-level psychologists, district-level social workers, district-level consultants, and other district level positions , the evaluatee will complete the district-approved pre-observation/site-visit form. If a site visit is being utilized, the employee and evaluator will agree upon a set of questions prior to the visit. The questions should allow for discussion around all standards and/or components so that data can be collected to inform ratings.
- ♦ For associate superintendents and directors, the site visit form will be a collection of observations recorded over the course of the year. A mid-year review and summative conference will be held to discuss the data collected throughout the year.

## **Determining the Overall Performance Category**

An overall performance score will be assigned to each district-level employee at the conclusion of the summative year. The overall performance category is informed by the ratings on professional practice.

- Overall ratings for professional practice will be recorded on the district-approved summary of evidence forms. The form will be printed and signed by the evaluator and the employee. A copy of the summary of evidence will be placed in the employee's personnel file and a copy will be given to the employee.
- The summary of evidence should be completed annually for directors and associate superintendents before June 30.
- For district-level psychologists, district-level social workers, district-level consultants, and other district level positions, the summary of evidence should be completed on their summative cycle. Non-tenured employees will have the summary of evidence completed annually. Tenured employees will have the summary of evidence completed every three years, unless they score an overall performance score of Ineffective. If they score an overall score of Ineffective, the tenured employee will be placed on an improvement plan and be evaluated annually until the overall score is Developing or Higher. All summary of evidence forms for these employees shall be completed by April 30 each year.

## **Rating Overall Professional Practice**

Use district decision rules for determining an overall rating. For district-level psychologists, district-level social workers, district-level consultants, and other district level positions, the evaluator should use the same rules as TPGES/OPGES participants (see page 24). For directors and associate superintendents, the evaluator should use the same rules as principals (see page 37).

## **District Processes for All Certified Employees**

### **Orientation**

An orientation session to acquaint certified employees with the evaluation process will be conducted by administrators within the first month of reporting for employment each school year. All employees who are newly hired during the school year will receive training within their first month of employment.

This annual review shall be an explanation of the contents of the evaluation plan handbook, including the Framework for Teaching and/or Evaluation Standards and Performance Criteria.

The immediate supervisor shall be designated as the primary evaluator. For purposes of evaluations, a principal may appoint an assistant principal to serve as primary supervisor and primary evaluator for certified staff. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.

All monitoring or observations of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

### **Improvement Plans/Corrective Action Plans**

A corrective action plan may be written at any time during the school year, but must be written when an evaluatee falls into the "Up to 12-month improvement plan" box in the chart on page 24. No more than four (4) specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas, other areas may be addressed.

Corrective action plans and/or improvement plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action/improvement plans will be documented on the district approved form.

After a conference with the evaluatee, the evaluator will send a copy of the plan to the Director of Evaluation and Benefits. The Director will be responsible for informing the Superintendent of all persons on a Corrective Action/Improvement Plan.

### **Responsibilities for Evaluation**

1. The Hardin County Board of Education will evaluate the superintendent using an instrument selected by the Board of Education and approved by the Kentucky Department of Education.
2. The superintendent or his/her designee will evaluate principals, central office personnel, and head teachers.
3. The director of special education will evaluate school psychologists, and consultants
4. Principals will evaluate assistant principals, guidance counselors, librarians, speech therapists, and teachers.
5. The preschool coordinator will evaluate his/her certified staff. (Not to include preschool teachers)
6. The ELL coordinator will evaluate all ELL staff.
7. The Gifted/Talented Coordinator will evaluate all GT resource teachers.
8. The Director of Evaluation and Benefits will be responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System.
9. Evaluations shall be tracked on the district approved evaluation tracking form.

### **Appeals Process**

1. Certified employees who believe they were unfairly evaluated can only appeal following a summative evaluation and must do so in writing to the chairperson of the evaluation appeal panel within five (5) working days of receipt of the evaluation.
2. An appeal must be submitted to the chairperson on an appeals request form.
3. No member of the panel shall serve on any appeal in which he/she was the evaluator
4. No panel member shall serve on any appeal brought by the member's immediate family.
5. The panel shall make a recommendation to the Superintendent of Schools within fifteen (15) working days from the date of filing the appeal.
6. A certified employee may appeal procedural matters to the State Board of Education after the local appeal process has been completed.

### **Powers and Conditions**

1. The burden of proof rests with the employee appealing to the panel.
2. The evaluator shall be allowed an opportunity to respond to the claims of the appealing employee and to present written records which support the summative evaluation.
3. The panel shall have the power to review all documents presented to it.
4. The panel shall have the authority to interview both the appealing employee and the evaluator at the hearing.
5. After sufficiently reviewing all evidence, the panel shall issue one of the following three recommendations to the superintendent.
  - a. Uphold the original summative evaluation
  - b. Remove the whole evaluation and any part of the summative evaluation
  - c. Order a second evaluation conducted by a trained evaluator employed by the district.

(The superintendent or designee will render a decision based on the recommendation of the appeals panel within three (3) working days and notify the evaluatee.)

6. The results of actions taken by the Superintendent or designee upon the recommendation of the panel will be placed in the employee's personnel file.

### **Membership and Election Procedures for Evaluation Appeals Committee**

One member is to be appointed by the board who is a certified employee of the board. The certified employees of the district shall elect two members and one alternate to serve on the Evaluation Appeal Committee.

- a. Each school faculty may nominate one certified employee willing to serve as a committee member.
- b. Ballots listing the candidates shall be prepared and distributed to all certified staff members.
- c. Ballots shall be collected and forwarded from each school to the Central Office where they shall be kept on file for two years.
- d. The Director of Evaluations shall total the votes and keep tally sheets on file for two years.
- e. Each election year, the candidate with the largest vote is named as a member of the appeals committee.
- f. The candidate receiving the second largest vote shall be named alternate.
- g. In years where there is no election, the alternate from the previous year continues to serve as the alternate.
- h. Members will serve 3-year terms with one member being elected or appointed each year. Members may serve more than one(1) term.
- i. In the event a member or alternate is unable to serve, the next highest eligible vote getter from the last election will serve.

## **Appeals Panel Hearing Procedures**

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

The purpose of the Appeals Panel is to provide a timely review of the evaluation of any certified employee who thinks he/she has not been fairly evaluated. The chairperson of the panel shall be the person appointed to the committee by the Board. The Appeals panel may require written statements or other documentation by either or both parties to be submitted prior to the proceeding. Documentation shall be provided to all parties and the panel in advance of the hearing. The evaluator and the evaluatee shall have an opportunity to adequately review in advance all documents that are to be presented to the evaluation appeals panel hearing. The evaluatee shall be given the opportunity to decide whether the hearing will be open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

Upon submission of an appeal, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. The chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. A chosen representative may attend the hearing to represent the evaluator and/or evaluatee. The representative may address the panel on their client's behalf, but shall not be given the opportunity to question witnesses. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within fifteen (15) working days of the filing of the appeal.

The panel's recommendations must include one of the following:

- A. Uphold the original evaluation
- B. Remove the whole evaluation or any part of the summative evaluation.
- C. Order a second evaluation conducted by a trained evaluator employed by the district.

The Superintendent or designee will render a decision based upon the recommendation of the appeals panel within three (3) working days and notify the evaluatee.

Any evaluatee who feels that the procedural issues were violated may appeal the decision to the State Evaluation Appeals Panel.