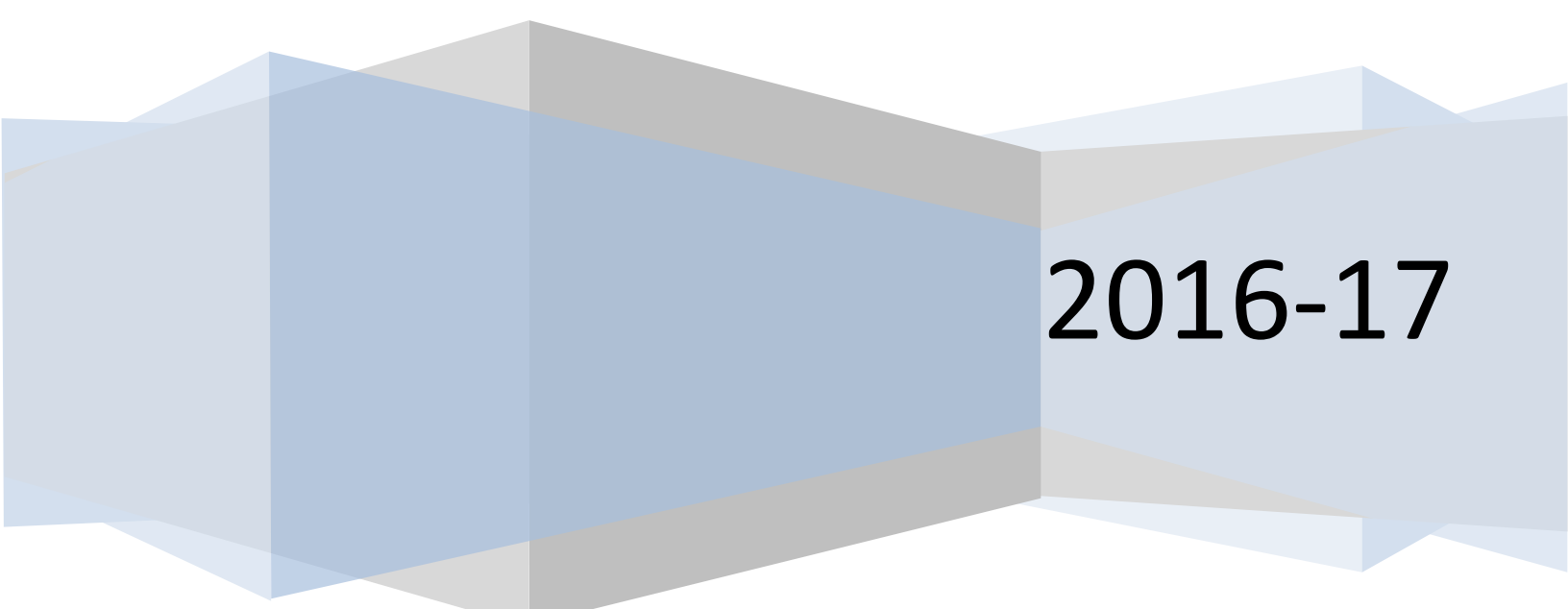


Southgate Independent School District
Updated April 2016

Certified Evaluation Plan



2016-17

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Southgate Independent School District

Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

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

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

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

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

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

The Certified Evaluation Plan was developed by a 50/50 committee consisting of two teachers and two administrators. The plan was approved by the Southgate Board of Education on May 13, 2014. The principal shall serve as the point of contact for monitoring the evaluation training and implementing the Professional Growth and Effectiveness System.

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. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **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. **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.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **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.
12. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
13. **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.
14. **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.
15. **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.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.

17. **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.
18. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
19. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
20. **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.
21. **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.
22. **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.
23. **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.
24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
25. **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.
26. **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.
27. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
28. **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.
29. **Student Growth:** Is defined by KRS 156.557(1)(c).

- 30. **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.
- 31. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
- 32. **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.
- 33. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 34. **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.
- 35. **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 must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

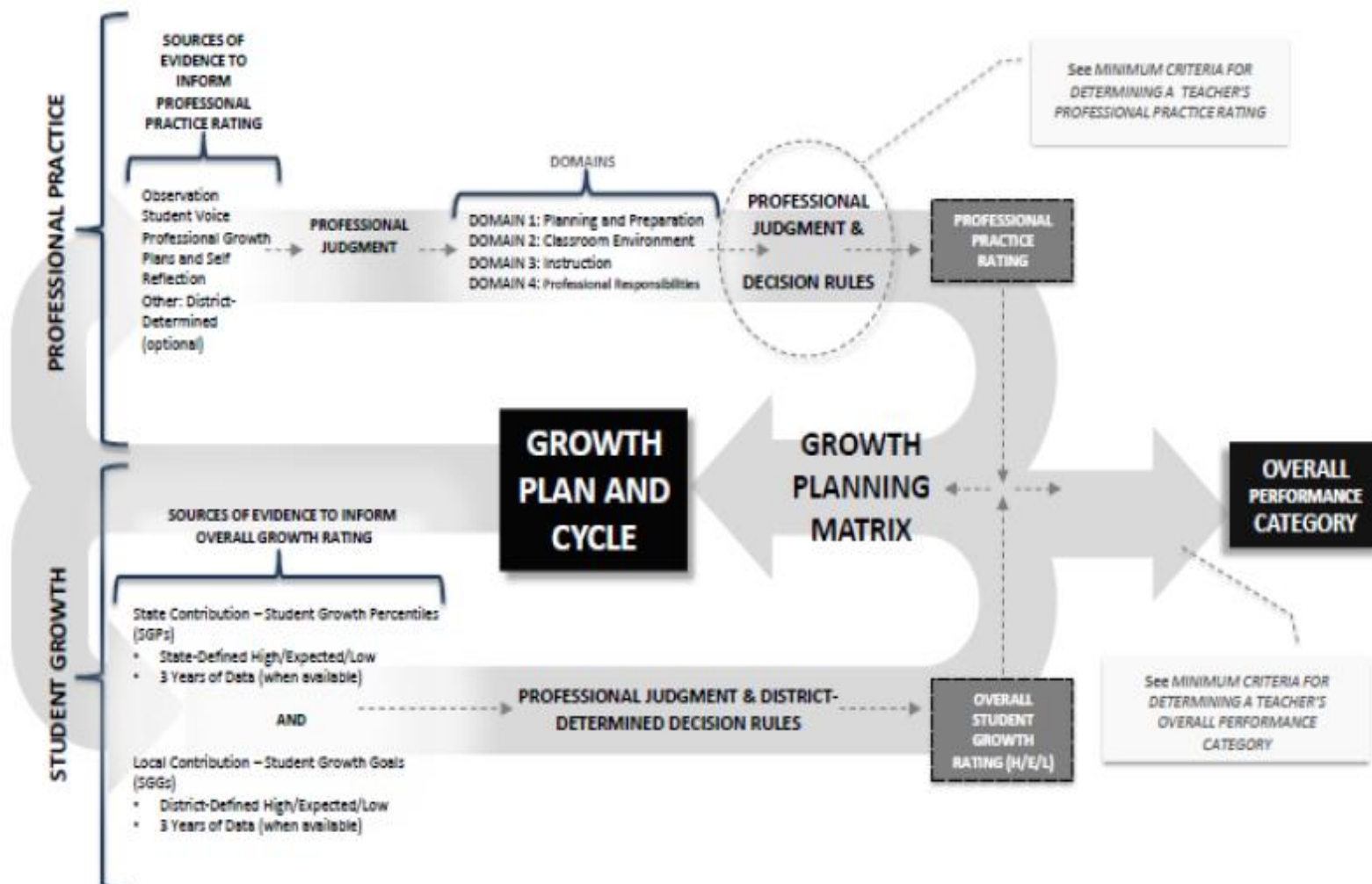
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

Local District Decision

- Walkthrough and conference data
- Work in PLCs and on-going lesson planning and assessment

All components and sources of evidence related 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 state/district-approved technology platform.

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



SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

- All teachers other professional will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in State/District approved technology platform.
- All teachers will complete the SGG and PGP template on page 24.

Teacher Evaluation Timeline

Description of Events	Dates
Orientation	Annually within the first 30 days of school
Notification of Evaluations	Beginning of school year
Self-Reflections	Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date.
Peer Observation	<ul style="list-style-type: none">• Training Prior to peer observations• Tenured during summative year• Non-tenured every year
Student Growth Goals	Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date.
Professional Growth Plans Goals	Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date.
Midyear Review of Student Growth Goals and Professional Growth Goals	At the discretion of the administrator. If a midyear occurs it will be within the second or third quarter of the school calendar

Optional Pre-Observation conference – Face to face or written	If applicable within 5 days prior to observation
Observations	Planned or unannounced after first 15 days of school through April 25
Post Observation conference – Face to face or written	Within 5 working days of the observation
Student Voice Surveys	Two week period during the spring or fall semester
Formal & Informal Observation and Data collection	Ongoing throughout the school year
OPGES	Follow all timelines and steps above, observations may be replaced with site visits
Summative Evaluation and Conferences	Due in district office by April 25 – for continuing contract and non-tenure

Observation Schedule for Tenured and Non-Tenured

Description of Cycle	Tenured	Non-Tenured
Observations	4 every 3 years	4 every year
Peer Observation	1 every 3 years; occurs in year 3 of the cycle	1 every year
Final Observation	completed by the supervisor in year 3 of the cycle by April 24 th and after the Peer Observation has been completed	completed by the supervisor each year by April 24 th and after the Peer Observation has been completed
Summative Date	by April 25 th in the 3 rd year of the cycle	by April 25 th of each year
Late Hire Observations		Personnel hired after the start of school and after 45 days will have a reduced observation schedule.

Observation

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

Observation Model 3 and 1

- The summative cycle, 3 years for tenure teachers and 1 year for non-tenure teachers, will include four (4) observations.
 - A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer. The observations can be any combination of mini (20 -30 minutes) or full observations.
 - Additional observations may be added.
 - 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.

- The number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluatees who do not report for work sixty (60) or more consecutive school days will be reduced.
 - Non-tenured employees missing 60 or more consecutive school days will have a minimum of two observations.
 - Tenured employees missing 60 or more consecutive school days will have a minimum of one observations.
 - Extenuating circumstances may suspend the evaluation of an employee at the discretion of the evaluator.
- All observations must be documented in the state approved platform.
 - During mini observation the observer will make notes of components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements

- Pre conferences are not mandatory but may occur at the discretion of the evaluator.
- Post conferences will take place for all observations.
- All conferences can be conducted either face-to-face, written, or electronically.
- Conduct post observation conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- OPGS will follow the same conferencing guidelines.
- Timeline: Refer to the Teacher Evaluation Timelines on pages 7 and 8.

Observation Schedule

- Observations may begin after the initial evaluation training within the first month of employment.
- Timeline: refer to the Teacher Evaluation Timeline on page 7-8.

Observer Certification

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

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

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

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

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

- Observation data provided by a substitute observer will be utilized with the supervisor participating alongside of the substitute observer.
- In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:

Considerations to ensure supervisors have the support needed to be successful in the proficiency system will include:

- Collaboration with a certified mentor
- Additional professional learning opportunities

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

- Assigning other district supervisors who have been certified to assist the supervisor.

Procedures for certifying late hire supervisors:

- Late hire supervisors will register and obtain certification as outlined above prior to making observations.

Observer Calibration

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

- Observer calibration during years 2 & 3 of the Observer Certification process based on Teachscape, the current state approved technology.
- Re-certification after year 3.
- Supervisors scoring red or yellow will be assigned to the district supervisor for additional training.

District evaluators will utilize Teachscape to review the Framework for Teaching and discuss for accuracy.

Peer Observation

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

- All teachers will receive a peer observation in their summative year.
- All Peer observers participating during the summative year observations will complete the state developed training once every three years.
- All required peer observations must be documented in the state/district approved technology platform. All peer observations documentation will be accessed only by the evaluatee.
- The following table provides a description of how peer observers are identified, trained, and assigned to teachers.

Selection & Assignment of Peer Observers		
District Level	School Level	Teacher Level
<ul style="list-style-type: none">• A pool of Peer Observers will be formed from which teachers can choose or be assigned (we are a one school district – personnel is the same)	<ul style="list-style-type: none">• A pool of Peer Observers will be formed from which teachers can choose or be assigned	<ul style="list-style-type: none">• A pool of Peer Observers will be formed from which teachers can choose or be assigned

****NOTE**** All peer observers will complete peer observation state training.

Student Voice

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

Required

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used to inform Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
- The survey will be administered in the school during a two week period during the spring semester aligned with the state designated window.
- Survey data will only be considered when 10 or more students are respondents.
- The Student Voice Point-of-Contact will be the principal.

Student Voice Assignment for Teachers			
Kindergarten – 2 nd Grade	3 rd and 4 th Grade	5 th – 8 th Grade	Special Education and Special Area Teachers
To be determined	Homeroom Teacher	Teachers will be assigned a class for the Student Voice Survey dependent upon their schedule. Every class that has 10 or more students will complete at least one student voice survey	Special Education teachers will be assigned a class for the Student Voice Survey dependent upon their schedule and caseload. Accommodations will be given based on student IEPs.

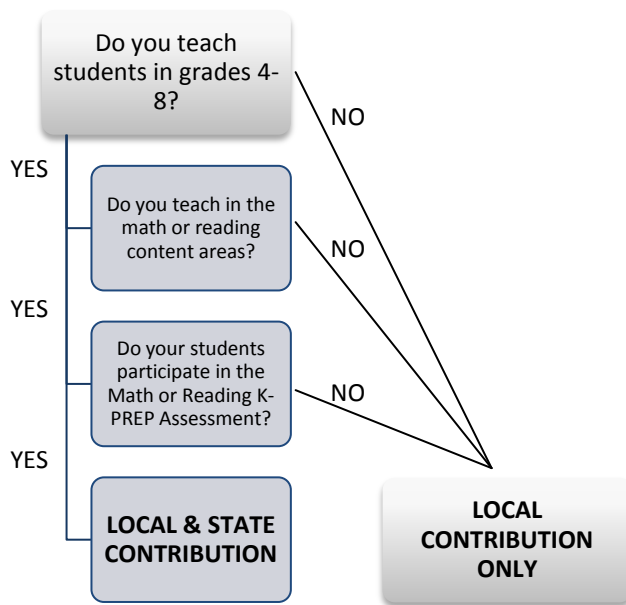
- If any given grade has less than 10 students another grade will be assigned to them if possible.
- If not possible the observee will not receive student voice feedback.
- OPGS will follow the same guidelines outlined above.

Student Growth

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

- 4th – 8th Grade
- Reading
- Math

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



State Contribution – Student Growth Percentiles (SGP)

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

Local Contribution – Student Growth Goals (SGG)

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

Rigor-congruency to the Kentucky Core Academic Standards

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

Student Growth Goal Criteria

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

Rigor and Comparability of Student Growth Goals

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

- **All teachers will write a student growth goal based on the criteria (pgs. 14 – 15)**
- **Protocol for ensuring rigor**
- **Protocol for ensuring comparability**

Rigor

- The document below guides the student growth goal process assuring appropriate rigor.

Student Growth Goal Plan Document

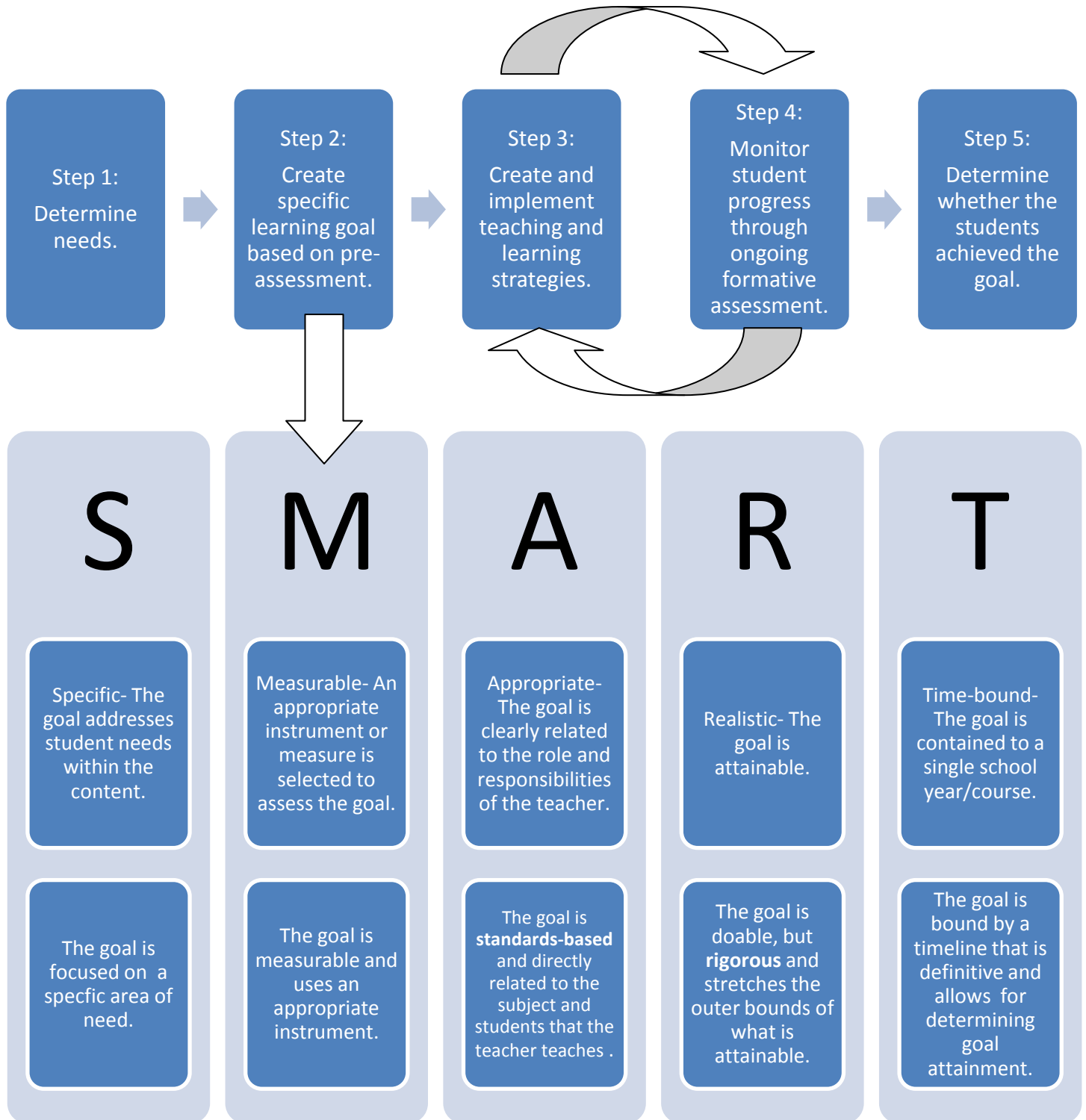
Teacher	
School	
Administrator	

Initial	Content <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? 				
	Context <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? 				
	Baseline Data <ul style="list-style-type: none"> What are the learning needs of my students? Attach supporting data. 				
	Student Growth Goal Statement <ul style="list-style-type: none"> Does my goal meet the SMART criteria? 				
	Strategies for Improvement <ul style="list-style-type: none"> How will I help students attain this goal? Provide specific actions that will lead to goal attainment. 				

Mid-Course Review	Collaborative Mid-Course Data Review <ul style="list-style-type: none"> What progress has been made? Attach supporting data 				
	Strategy Modification <ul style="list-style-type: none"> What adjustments need to be made to my strategies? 				

End of Year	End-of-Year Data <ul style="list-style-type: none"> What does the end of the year data show? Attach data 					
	Reflection on Results <ul style="list-style-type: none"> Overall, what worked, or what should be refined? 					
	Connection to Framework for Teaching		I	D	A	E
	Professional Growth Plan Implications <ul style="list-style-type: none"> How can I use these results to support my professional growth? 					

Step-By-Step SMART Goal Process



*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc

Comparability

Include both assurances for establishing **Comparability**:

Administration Protocol	Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the SMART rubric criteria on page 15.
Scoring Process	Step 1: Principal and teacher will collaboratively review relevant data sources and determines area of focus. Step 2: Teacher will use the SGG Plan Document on page 14 to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency measures. When available comparability will be reviewed between same grade level and content areas. Step 3: The principal and teacher will determine the goal. See template page 24.

Determining Growth for a single Student Growth Goal

Process for determining growth target and proficiency (high, expected, low)	The process for determining high, expected, or low growth and proficiency will be determined in the following manner: High Growth: one (1) percentage point or more than the goal Expected Growth: five (5) percentage points below goal to goal Low Growth: six (6) or more percentage points below goal
Measures	Pre-Test/Post –Test-Teachers will use pre/post tests to determine the growth identified in their goal. These assessments can be identical or comparable versions. Formative assessments performed between pre and post test may be used to monitor progress.

Products of Practice/Other Sources of Evidence

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

Required

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans
- Other sources that may be used 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

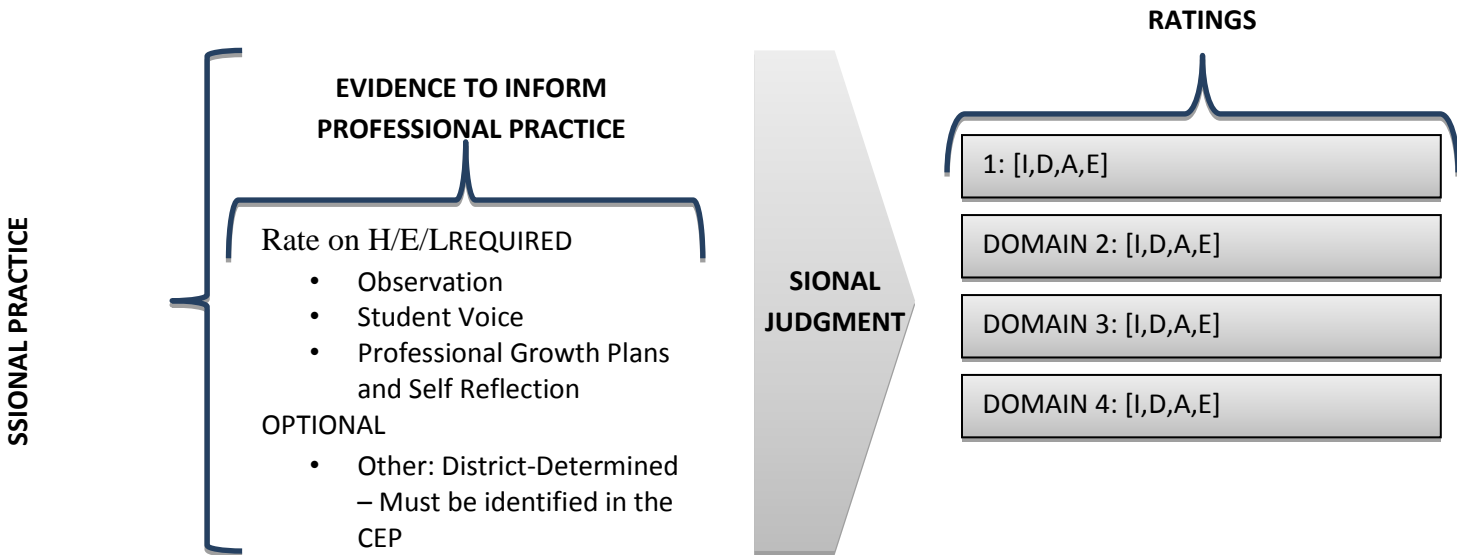
Determining the Overall Performance Category

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

Rating Professional Practice

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

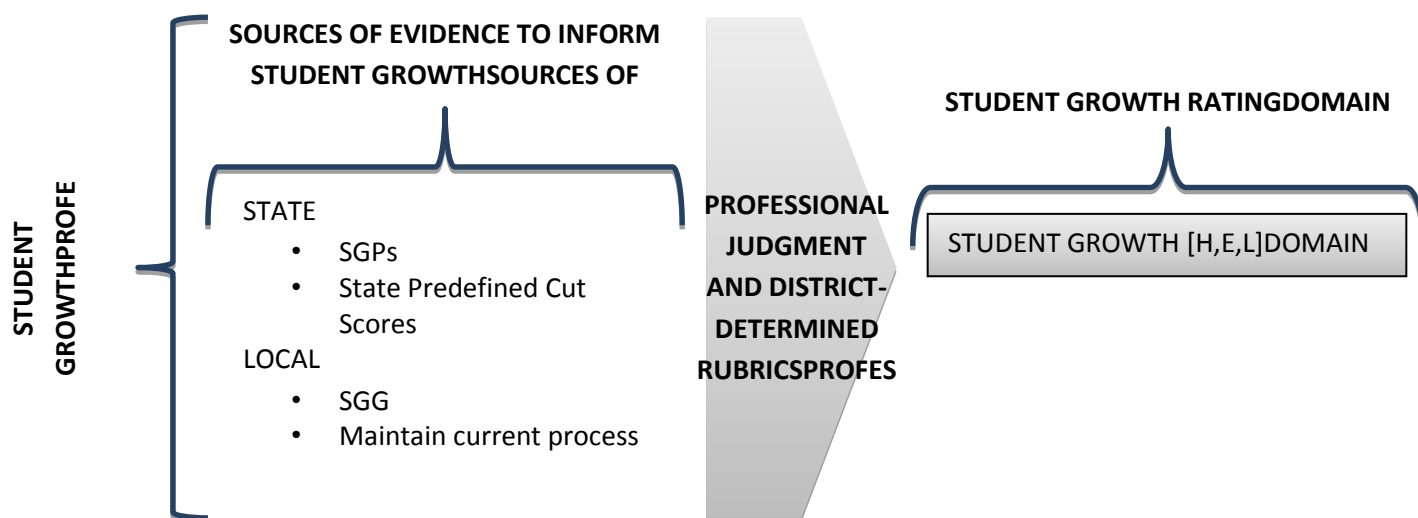
Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle.



- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in the state/district approved platform.

Student Growth Rating

- The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings below. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (**when available**). If three years of data is not available it is based on years of data available. If OPGES does not have a growth and proficiency target available the OPGES and his or her evaluator will agree on an appropriate measure for that professional.



- SGG and SGP(when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (**when available**) will be used to determine overall Student Growth Rating
- If three years of data is not available it is based on years of data available

Decision Rules

A teacher has any "Low" ratings	CANNOT be rated as HIGH
Teacher has <u>50% or more</u> of their ratings as "LOW"	SHALL be rated as LOW
Teacher has <u>more than 50%</u> of their ratings as "Expected and/or HIGH"	CANNOT be rated as "LOW"

- The procedures for ensuring rigor and comparability are based off the student growth goal on page 16.
- SGG and SGP will be combined based on the above flow chart; multiple years of data will be reviewed when available. The overall score will be determined based on the decision rules chart.

Determining the Overall Performance Category

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

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

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

Overall Decision Rules for determining educator's Overall Performance Category

- Professional judgement of the evaluator combined with actual student growth goal data and math and ELA state growth percentiles will be considered to determine overall student growth.
- If local student growth goal is at expected or high the evaluatee cannot be rated as low.
- If state percentiles in math and ELA are at expected or high the evaluatee cannot be rated as low.
- If the student growth goal is rated as high and one or more of the state percentiles are rated as low or expected the evaluatee may be rated as expected or high.
- If the student growth goal is rated as low or expected and one or more of the state percentiles are rated as high the evaluatee may be rated as expected or high.
- If student growth goal and one or more state percentiles are rated as expected the evaluatee will be rated as expected.
- If student growth goal and one or more state percentiles are rated as high the evaluatee will be rated as high.

**CRITERIA FOR DETERMINING A TEACHER'S OR OTHER PROFESSIONAL'S
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, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

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

Appeals

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Local Appeals Process

If, for any reason, the evaluatee is dissatisfied with the final evaluation results, he/she may submit to the evaluator and chair of the appeal panel a written response to the report a copy of which will become a part of the evaluatee's personnel file.

If the evaluatee feels he/she has received an unfair summative evaluation, he/she may appeal to a panel formed for that purpose. The panel is composed of three members, two of whom are selected by the certified employees and one by the Southgate Board of Education. Only certified employees of the Southgate Independent School System are eligible to serve on the panel. Members are elected/appointed for two-year terms and may be reelected/appointed for two consecutive terms. The term begins July 1 of the first year and ends June 30 of the second year.

The appeals panel shall annually select a chair from the panel members. The chair shall be responsible for scheduling and facilitating the activities of the panel and for communicating on behalf of the panel to all parties involved in any appeal.

To appeal an evaluation, the evaluatee must make a request for a hearing in writing to the appeals panel within 5 working days of the receipt of the summative evaluation. A copy of the request must be submitted to the chair of the appeals panel and must include a justification for such request.

The panel will conduct a hearing with 15 days from the date of receipt of the letter request. Both the evaluatee and evaluator will be invited to appear at the hearing. All discussions between the panel members and evaluatee and evaluator shall be confined to the hearing(s).

After completing the hearing, the panel will declare the evaluation as fair or unfair. If the evaluation is found to be fair, the process ends. If the evaluation is found to be unfair, the panel may recommend removing, from the personnel file, the summative or any part of the summative, which the panel finds in error.

Appeals Panel Hearing Process

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.

A preliminary hearing will be held to provide documentation to all parties and the panel. Four copies of all documentation shall be available to the committee at this time. Both the evaluatee and evaluator will be given access to review all material submitted to the panel. The chair shall convene the hearing and explain procedures for the process. Legal counsel or their chosen representative may represent the evaluatee and evaluator. The Board of Education shall provide legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

Within 3 working days a hearing will convene to allow previously provided material to evaluatee and evaluator to be presented to the Appeals Hearing Committee. The chair will convene the hearing and establish procedures. The evaluatee shall present his/her opening statements followed by the evaluator's statements. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. The panel shall consider both substance and procedural issues. An opportunity for questioning each party shall be provided to the panel. The panel will then consider all the information provided them to make a determination. A decision regarding their findings shall be presented to the Superintendent within 15 days of the filing of the appeal. The chair will present the decision to the Superintendent for action within 3 working days of the decision.

An evaluatee who feels that procedural issues were violated may appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel.

Southgate Independent School District PGP and SGG Form

Teacher	
School	
Content Area(s)	
Grade Level	

Professional Growth Plan Goal: <i>Initial conference in CIITS for feedback and approval</i>	<i>Goal</i>
Mid-Year Review	<i>Status of Professional Goal and what revisions or modifications are needed?</i>
Summative Reflection	<i>End of Year Reflection and Next Steps</i>

Student Growth Goal: <i>Initial conference in CIITS for feedback and approval</i>	<i>Goal</i>
Mid-Year Review	<i>What progress has been made? What adjustments need to be made?</i>
Summative Reflection	<i>What does the end of year data show? What worked? What should be refined?</i>

Conference	Date	Evaluator	Evaluatee
Initial			
Mid-Year			
Summative			

Professional Growth and Effectiveness System – Principal and Assistant Principal

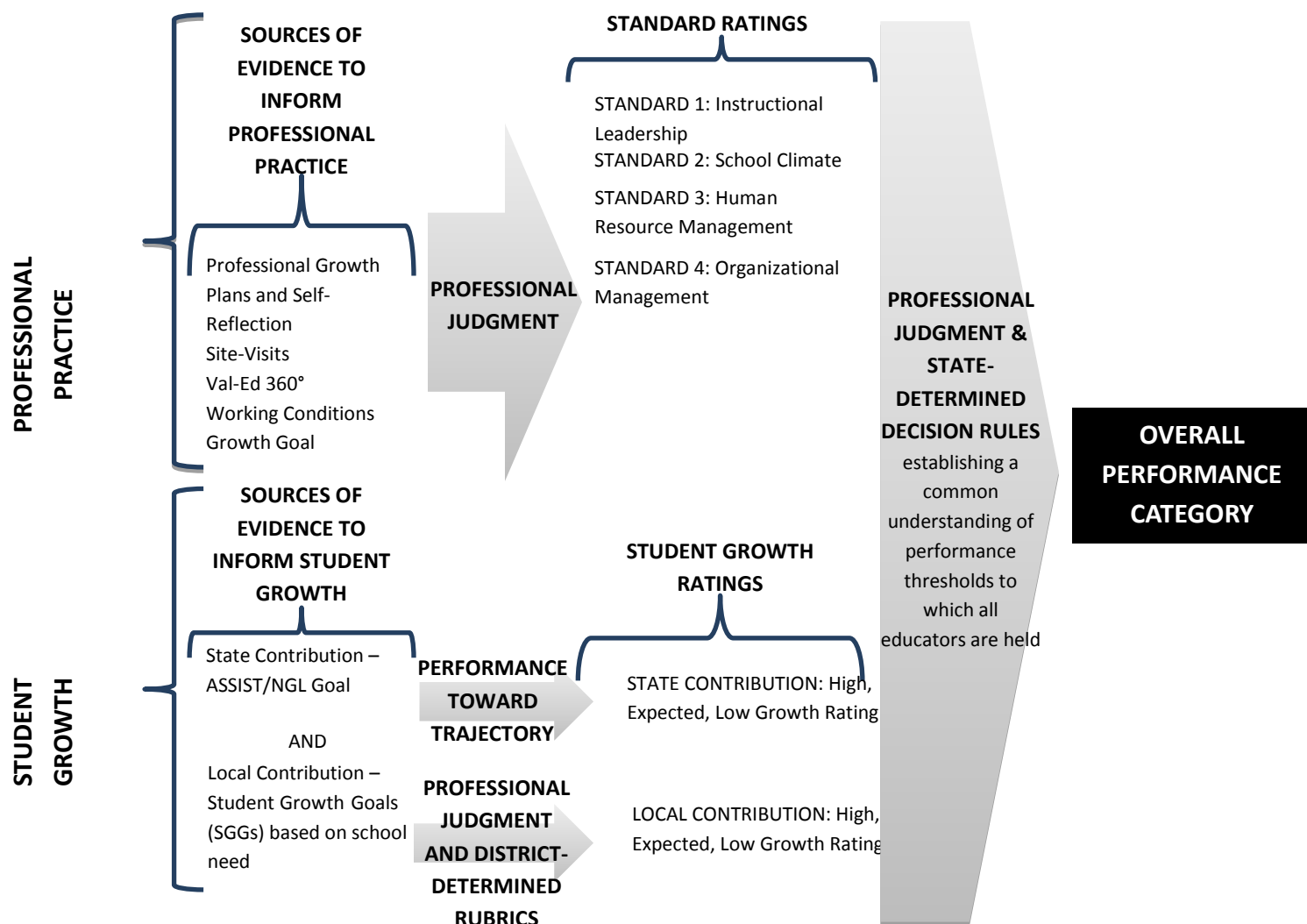
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluated:** District/School personnel that are being evaluated.
5. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
6. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
7. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
8. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
9. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
10. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
11. **SMART Criteria:** Acronym used to develop a goal(s) Specific, Measurable, Appropriate, Realistic, Time-Bound.
12. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
13. **Surveys:** Tools used to provide information to principals about perception of job performance.
14. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
15. **VAL-ED Point of Contact:** person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
16. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
17. Back to Any Schools TOC Model Certified Evaluation Plan 4.0 67
18. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

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 professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360°
- Working Conditions Goal (Based on TELL KY)
- 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 including all relevant data such as communications, documents, reports, notes, surveys, schedules, etc...

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 receive summative evaluations annually.
- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.
- Late hires, after the first 30 days, will be within 15 days of their start date.

Principal / Assistant Principal Evaluation Time Line

Description of Events	Dates
Approved by September 30	Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan with the Superintendent (See template on page 39-45)
October	Superintendent Conducts a Site Visit
Mid-Year (Optional at the discretion of the Superintendent)	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
March	Completion of TELL or VAL-ED Survey
April/May	Superintendent conducts a Site Visit
By June 15	Conference with principal/assistant principal to review their Student Growth Goal, Working Condition Goal, and Professional Growth Goal as well as modify any strategies.

*Additional Conferences may be held as deemed necessary to monitor PGP process.

*All dates are tentative based on the adjustment of the school calendar.

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

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

- Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- See timeline on page 29.
- During the follow-up conference within 5 working days with the principal, the superintendent will review selected Principal Performance Standards and give feedback about the standard(s) selected.
- Optional: The Principal may ask the Superintendent to give specific feedback about a particular standard.
- Late hires, after the first 30 days, will be within 15 days of their start date.
- Site visits will be documented on the district site visit form.

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 Point of Contact	Superintendent or designee assigned by the superintendent. Each school will also select a VAL ED Point of Contact to assist with the Val ED process.
VAL-ED Role Groups	<p>District Administrator-oversee and monitor the implementation of the VAL-ED 360 process.</p> <p>School VAL-ED Coordinator: Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level.</p> <p>Superintendent: receives access code to be able to monitor they survey process and reports.</p> <p>Supervisors-district may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth.</p> <p>Principals: completes a survey specifically designed for principals and has access to information contained within final report.</p> <p>Certified Teachers: teachers assigned to a specific school that complete the online survey designed specifically for teacher input.</p>
Frequency of Val-Ed 360	Once every other year alternating with TELL Kentucky Survey
Timeline	Two week period during the spring semester. Late hires starting after Jan 1 of the year Val Ed is administered will not participate.
Use of Val-ED 360 Results	The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan.
Val-ED 360 Access	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 2-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.
- Minimum of one 2-year goal.
- Evidences will be recorded on the district principal evaluation document.

Number of Working Conditions Goals	<p>Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district template on page 39-45. The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none"> 1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results. 2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. 3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years. 4. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary. 5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal. 6. Ongoing reflection and modification of the strategies when needed.
Working Condition Goals Rubric	<p>The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. To achieve "Exemplary" the goal must be exceeded. District Decision Rules:</p> <p>Exemplary: Higher than the goal</p> <p>Accomplished: -5% up to the goal</p> <p>Developing: -10% to -6% of goal</p> <p>Ineffective: Anything below 11% of the goal</p>
Mid-Point Review	<p>During mid-year review, principals can choose for one of the following:</p> <ul style="list-style-type: none"> ❖ Engage staff in informal conversations that provide feedback on the progress of meeting the WCG. ❖ Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG. ❖ Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG
Additional Surveys or Evidence	<p>Principals can choose to complete on-line surveys from Survey Monkey, paper/pencil surveys, etc. to measure growth in their WCG.</p>

Products of Practice/Other Sources of Evidence

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

- ☐ 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

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal. The Student Growth measure is comprised of two contributions: a STATE contribution and a LOCAL contribution. Both Goals are inherited by the Assistant Principal and at least one goal must be based on Gap Population. The local goal may be developed to parallel the State Contribution.

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.
- The interim trajectory goal will be determined by collaboration between the principal and the superintendent and based off the Next Generation of Learners (NGL) in ASSIST.
- Local and state Growth Goals for each student - the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops decision rules and/or rubrics to measure high, expected and low growth on each specific goal. Both growth goals will define Expected Growth at + or -5% and establish acceptable range for student growth across the district.

High Growth: one (1) percentage point or more than the goal

Expected Growth: five (5) percentage points below goal to goal

Low Growth: six (6) or more percentage points below goal

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.

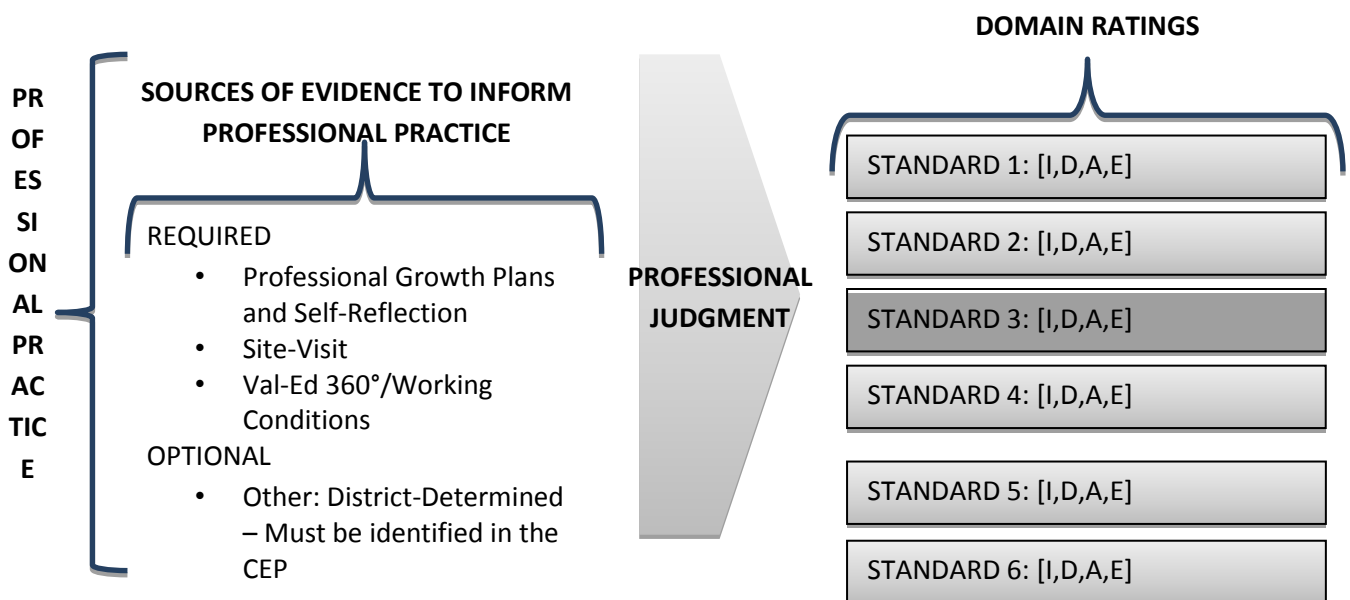
- Based on Gap population unless State goal is based on Gap population.
- Each principal will be required to develop one (1) Local Growth Goal. The Local Growth Goal Process includes:
 1. Determining Needs
 2. Create specific growth goal
 3. Create and implement leadership and management strategies
 4. Monitor progress through on-going data collection
 5. Determine goal attainment
- Growth Goals
- **High Growth:** one (1) percentage point or more than the goal
- **Expected Growth:** five (5) percentage points below goal to goal
- **Low Growth:** six (6) or more percentage points below goal

Determining the Overall Performance Category

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

Rating Professional Practice

- Record ratings in state/district approved platform
- See timeline on page 29



**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

Overall Student Growth Rating

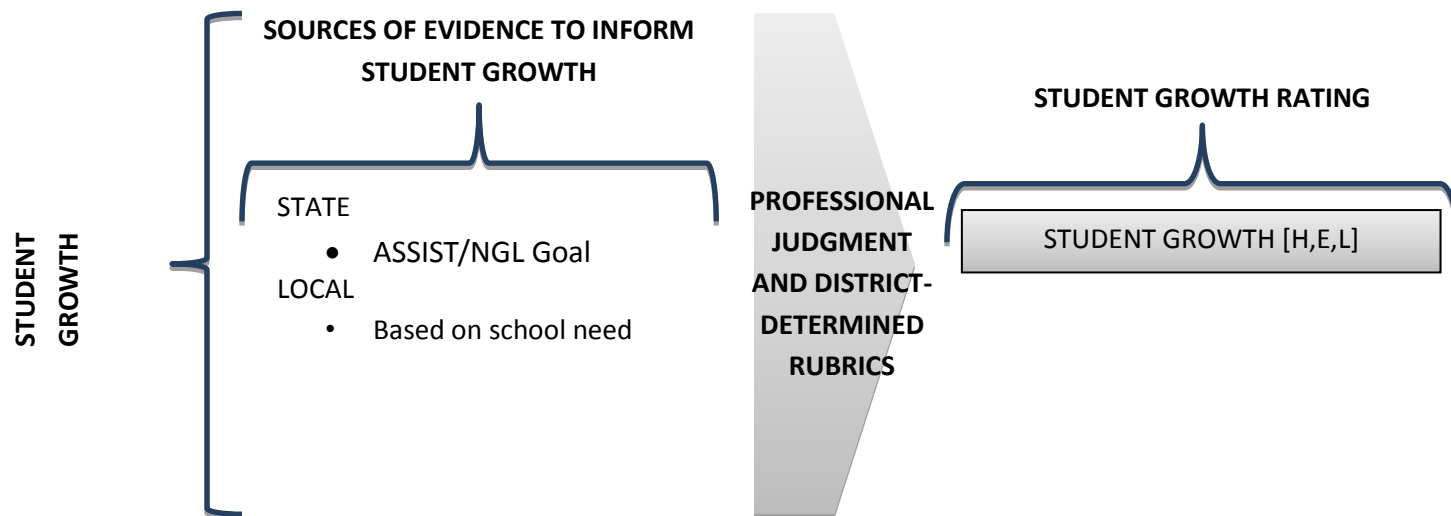
Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both 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 state approved technology platform.
- Both the state and local goal 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 and recorded in state approved technology platform as required by the state.

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50-2.49
High	2.50-3



Determining the Overall Performance Rating

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. Evaluators will use the following decision rules for determining the Overall Performance Category:

CRITERIA FOR DETERMINING A PRINCIPAL'S 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
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS	
PROFESSIONAL PRACTICE RATING	EXEMPLARY
	ACCOMPLISHED
	DEVELOPING
	INEFFECTIVE
	LOW
	EXPECTED
	HIGH

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

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

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

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

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

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Principal	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Student Growth

State Student Growth Goal Statement <i>(Based on one of the State goals within your CSIP.)</i>			
Scoring Rubric	<i>Low</i>	<i>Expected</i>	<i>High</i>
District Rule: High Growth: one (1) percentage point or more than the goal Expected Growth: five (5) percentage points below goal to goal Low Growth: six (6) or more percentage points below goal			
Principal's Student Growth Plan <i>This plan will outline what the principal will do to impact the student growth goal.</i>			
Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?	
Local Student Growth Goal Statement <i>(Based on school need or GAP if not accomplished above.)</i>			
Scoring Rubric	<i>Low</i>	<i>Expected</i>	<i>High</i>
District Rule: High Growth: one (1) percentage point or more than the goal Expected Growth: five (5) percentage points below goal to goal Low Growth: six (6) or more percentage points below goal			

Principal's Student Growth Plan

*This plan will outline what the **principal** will do to impact the student growth goal.*

Strategies/Actions What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Part C: Principal's TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

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Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

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Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded. District Decision Rule for Accomplished is five (5) percentage points below the goal up to goal. Developing is minus 10% to minus 6% of the goal. Ineffective is anything 11% below the goal.

Ineffective	Developing	Accomplished	Exemplary

Working Conditions Goal Action Plan			
Working Conditions What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	Strategies/Actions What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Other Information on which to Reflect

Survey Results ☐ VAL-ED 360 ☐ Other: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

What did teachers/staff perceive as major strengths?

What did teachers/staff perceive as major weaknesses?

List factors that might have influenced the results.

Other Data ☐ Student Achievement Data ☐ Non-Academic Data ☐ Supervisor Feedback

☐ Other

Data Selected	Results
TELL Survey	
School Report Card CSIP	
Superintendent Eval. Feedback	

Part D: Connecting Priority Growth Needs to Professional Growth Planning

1) Initial Reflection: Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices 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? 	
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Connection to Standards
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.
Action Plan

Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/action?

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) On-going Reflection: Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	<p>Mid-year review conducted on _____ Initials _____</p> <p style="text-align: right;">Principal's Superintendent</p>

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	

	<input type="checkbox"/> Data attached
Date:	End of Year TELL KY Working Conditions Growth Reflection:
Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

District Certified Administrators

Individual Professional Growth Plans

Each certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, School Report Card data and professional development plans when considering areas for improvement. The goals must be written to support district goals.

Central Office/District Administrators Procedures:

The evaluation of district level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by September 30th with the other certified district administration which will include:
 - ✓ Discuss areas of strengths and weaknesses
 - ✓ Finalize and clarify goals that have been mutually established in the PGP
 - ✓ They will align these goals to district goals
 - ✓ Reviews plans for implementation of all goals and improvements
- The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15. The Superintendent/designee will hold a conference before June 15 with the other certified district personnel which will include:
 - ✓ Discussion of job performance criteria
 - ✓ Review of PGP goals for the year
 - ✓ Discussion of district goals for upcoming school year
 - ✓ The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments.