

Fayette County Public Schools Certified Evaluation Plan

2016-17



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**Fayette County Public School Certified Personnel
Evaluation Plan
ASSURANCES**

The Fayette County Public Schools hereby assures the Commissioner of Education that:

- 1.** This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.
- 2.** The evaluation process, evaluation standards, and performance criteria 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 or designee, of the employee.
- 3.** All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district consolidated plan and will comply with requirements of 704 KAR 3:345. The Individual Professional Growth Plan shall be reviewed annually.
- 4.** All administrators, to include the superintendent, and non-tenured certified staff, shall be evaluated annually.
- 5.** All tenured certified non-administrative staff shall be evaluated a minimum of once every three years.
- 6.** Each evaluator shall be trained, tested, and certified in the Kentucky Department of Education Evaluation of Certified Personnel Training Program. Evaluators shall also receive training in the use of all appropriate local evaluation techniques and evaluation forms and documents.
- 7.** Each evaluatee will have both formative and summative conferences with the evaluator, with regard to work related performance.
- 8.** Each evaluatee shall be given a copy of his/her Summative Evaluation and a copy of the summative evaluation shall be filed with the official personnel records.
- 9.** Each evaluatee will be provided with the opportunity for a review of the summative evaluation by the Fayette County Public Schools Certified Evaluation Appeals Panel. Provisions are made for the right to review all documentation presented to the Appeals Panel and the right to be represented by counsel at the appeals.
- 10.** The Certified Personnel Evaluation Plan will not discriminate on the basis of race, national origin, religion, marital status, gender, or disability.
- 11.** This Certified Personnel Evaluation Plan will be reviewed as needed and any substantive revisions shall be submitted to the Kentucky Department of Education for approval

The Fayette County Public Schools Board of Education approved the revisions to the Certified Personnel Evaluation Plan as recorded in the official board minutes of the meeting held on May 23, 2016.

Signature & Date, Superintendent, Fayette County Public Schools

Signature & Date, Chair, Fayette County Public Schools

**Fayette County Public Schools
Certified Evaluation Committee Members**

Name	School	Representative
Heather Bell	IAK Support Services	Administrator
Lester Diaz	Bryan Station Middle	Administrator
Carl Hayden	Bryan Station High	Administrator
Twanjua Jones	Yates Elementary	Administrator
Kate McAnelly	Beaumont Middle	Administrator
Amy McVey	Veterans Park Elem	Administrator
Jimmy Meadows	IAK Support Services	Administrator
Vicki Ritchie	IAK Support Services	Administrator
Mark Sellers	Martin Luther King Academy	Administrator
Briana (Holly) Bradley	Northern Elem	Teacher
Sammy Hall	EJ Hayes Middle	Teacher
Jessica Hiler	FCEA	Teacher
Amanda Hurley	Henry Clay High	Teacher
Felicia Lindsay	William Wells Brown Elem	Teacher
Kristine Lyon	Bryan Station High	Teacher
Jennifer McNely	PL Dunbar High	Teacher
Robin Reid	Lafayette High	Teacher
Debbie Rodgers	Wellington Elem	Teacher

For additional information about the Fayette County Public Certified Personnel Evaluation Plan, please contact:

Meribeth Gaines
Associate Director of Human Resources
701 East Main Street
Lexington, KY 40502-1699
859-381-4244 (office)
859-381-4789 (fax)

TEACHERS PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

**Includes, but not limited to:
Classroom Instructors, Special Education Instructors, Interventionists**

Other non-administrative certified personnel, not evaluated through TPGES, will be evaluated through Other Professional Growth and Effectiveness System (OPGES) or District Personnel section of the evaluation plan.

All non-tenured teachers participating in the Kentucky Teacher Internship Program (KTIP) will follow that system and timelines as established by the Educational Professional Standards Board (EPSB)

Professional Growth and Effectiveness System – Certified Staff

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by effective certified staff.. The goal is to create a fair and equitable system to measure 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. **Evidence:** Sources of information gathered and documented
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
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. **Instructional Days:** School day when students are present
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **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.
14. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
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.
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. **Peer Observer:** Trained certified school personnel who will conduct and document observations for feedback purposes
 22. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
 23. **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.
 24. **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.
 25. **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.
 26. **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.
 27. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
 28. **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.
 29. **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.
 30. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
 31. **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.
 32. **Student Growth:** Is defined by KRS 156.557(1)(c).
 33. **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.

- 34. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
- 35. **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.
- 36. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 37. **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.
- 38. **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 is designed to support student achievement and professional practice through the domains of:

Framework for Teaching

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

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

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own

professional growth and development. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (state developed technology platform) or district designated system.

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice (If applicable, see student voice section)
- Local Student Growth Goals and/or State Growth Percentiles (4-8 - Math & ELA)

Other Sources of Evidence (Not Required to be in state developed technology platform)

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

Professional Practice

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Reflective practices and professional growth planning are continuous processes. The certified staff (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; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

All teachers and other professionals participate in self-reflection and professional growth planning each year. Self-reflection should occur prior to initial PGP Development with both being ongoing. PGP and SGG approval should occur within the first 60 instructional days. Monitoring of the PGP and self-reflection will occur at the Mid-year and End-of-Year Review. The teacher and administrator will work together on the following actions regarding self-reflection and PGP.

The PGP and SGG are to be entered and approved using State Developed Technology Platform.

Implementation Timeline

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process shall be explained
First 60 instructional days	Initial self-reflection, develop PGP and SGG- teacher reflects on his/her current growth needs and collaborates with administrator to develop growth plan If a course is selected that does not allow the SGG to be set within the first 60 days (such as 2 nd 9 weeks courses or 2 nd semester), then the SGG will be approved within the first 15 instructional days of the course.
Fall Semester	Mini observations with Pre/Post conferences Student Voice Survey Window
Mid-Year Review (November-January)	Review progress (SGG/PGP/Evidence collection) and modify plan as appropriate. Electronic or Face-to-Face
Spring Semester	Continued implementation and ongoing self-reflection Mini and Full Observations with Pre/Post conferences Student Voice Survey Window
By April 15 (non-tenured) /May 15 (tenured)/June 15 (Counselors)	Summative reflection and Evaluation- summative evaluation submitted for official personnel record, copy provided to employee who may include written response

Observation

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

- Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in state developed technology platform or district designated system.
- Evaluation training for certified staff takes place within the first month (30 calendar days) of reporting for employment.
- Observations may begin after the evaluation training takes place.

Observation Model

Tenured Certified Staff (4 observations minimum in the 3 year cycle)			
All observations must be completed by April 30 th .			
Summative Year			
Observation Type	Frequency	Observer	Timeline
Mini Observation (20-30 minutes)	Minimum of 1 time in the Summative year	Peer	After evaluation training and before Winter Break
Full Observation (class period or lesson)	Minimum of 1 time in the Summative year	Administrator	Minimum of 10 instructional days after the peer observation and prior to April 30.
Formative Years			
Observation Type	Frequency	Observer	Timeline * **
Mini Observation (20-30 minutes)	Minimum of 1 time per year in each of the Formative years	Administrator	After the evaluation training and prior to April 30 th

Non-Tenured Certified Staff (4 observations EACH year) All observations must be completed by March 31st.			
Observation Type	Frequency	Observer	Timeline * **
Mini Observation (20-30 minutes)	Minimum of 2 per year	Administrator	#1 – After the evaluation training and prior to winter break #2 – A minimum of 10 instructional days after the 1 st mini observation and prior to the Full Observation.
Mini Observation (20-30 minutes)	Minimum of 1 per year	Peer	After the evaluation training and prior to winter break.
Full Observation (class period or lesson)	Minimum of 1 per year	Administrator	Conducted between the first day of the second semester and March 31 st after all mini observations are completed.

***Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days)** - Certified Staff must have a minimum of a mini (peer or administrative) and a full observation by March 31st (non-tenured) or April 30th (tenured). All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

****Instructional Calendar Changes (i.e. snow day)** - Timelines may need to be adjusted if the instructional calendar is changed.

Observation Conferencing

Observation Conferencing Protocols (Tenured and Non-Tenured Certified Staff)

Pre-Conference (Mini and Full) Administrative and Peer Observer	Post-Conference (Mini and Full) Administrative and Peer Observer
<ul style="list-style-type: none"> Pre-Conference required for each observation within 1-5 instructional days before observation. <ul style="list-style-type: none"> - In person conference OR electronic. - Certified Staff submits lesson plans and/or pre-observation form. 	<ul style="list-style-type: none"> Post-Conference required within 5 instructional days after observation. <ul style="list-style-type: none"> - In person ONLY - Conference must be documented in writing and signed by evaluatee and evaluator

Observer Certification

All administrators serving as a primary evaluator must complete the initial certified evaluation training prior to conducting observation for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the approved state platform, currently Teachscape Proficiency Observation Training. 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

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:
 - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who are certified to evaluate, ensuring certified staff have access to certified observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - Additional trainings will be provided by district personnel as needed until successful completion of certification program.
 - Any supervisors that are hired late, will be required to pass the proficiency assessment. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will complete a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring professional practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. State approved certification program and/or other program(s) will be used to support annual calibration in years two and three, to be conducted in administrative cadres. Administrators will go through recertification after year three.

If the observer’s calibration results indicate remediation is needed, additional training and recalibration to show rating accuracy will be required.

Peer Observation

A Peer Observer is a trained certified person who will observe, collect, share evidence, and provide feedback for formative purposes only. ***Peer Observers will not evaluate, nor will peer observation data be shared with anyone other than the observee unless permission is granted by the observee.***

- All Teachers and Other Professionals will receive a peer observation in their summative year.
- ♦ All Peer Observers participating during the summative year observations will complete the state department approved training once every three years.

- ♦ All peer observation documentation will be accessed only by the evaluatee.
- ♦ Confirmation of completion will be provided to certified staff member, peer observer and supervisor (electronic or paper copy).

Peer observer qualifications
<ul style="list-style-type: none"> • All peer observers will complete the state approved training module before observing a peer. This training will be completed once every 3 years.
<ul style="list-style-type: none"> • All certified staff will have access to trained Peer Observers.
<ul style="list-style-type: none"> • Peer observers do not have to be certified in a specific subject/grade level to be an observer.

Selection/Assignment at the school level
<p>Some examples may include but are not limited to:</p> <ul style="list-style-type: none"> • Teacher leaders • National Board Certified Teachers • School Level Content Specialists • Aspiring Leaders
<ul style="list-style-type: none"> • A pool of peer observers is selected and assigned at the school level by the principal. • The observee may choose from the pool, in collaboration with the administrator, based on the availability of the peer observer. • In the event that consensus cannot be reached, the observee shall select an available peer observer from the identified pool of peer observers. • In the event an observee asks for an outside observer (not from their home school), the principal may request one from the district based on availability.
<ul style="list-style-type: none"> • Administrator will be responsible for determining coverage for peer observers at the school level • Pre-conference, observation, and post conference should occur during observer's planning or before and after school.

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.

All teachers will participate in the Student Voice Survey and will be administered within the window established by the state. The results of the survey will be included as a source of data to inform each teacher's professional practice rating. All student voice data collected after the teacher's previous summative year rating will be considered as a source of evidence. To ensure fidelity of implementation and comparability of results, the Student Voice Survey will be administered using the following process.

- The superintendent will assign a point of contact (POC) to be responsible for overseeing and administering the Student Voice Survey. The district point of contact for the Student Voice

Survey will be the PGES POC/Infinite Campus POC. Each school principal or designee will serve as the school point of contact.

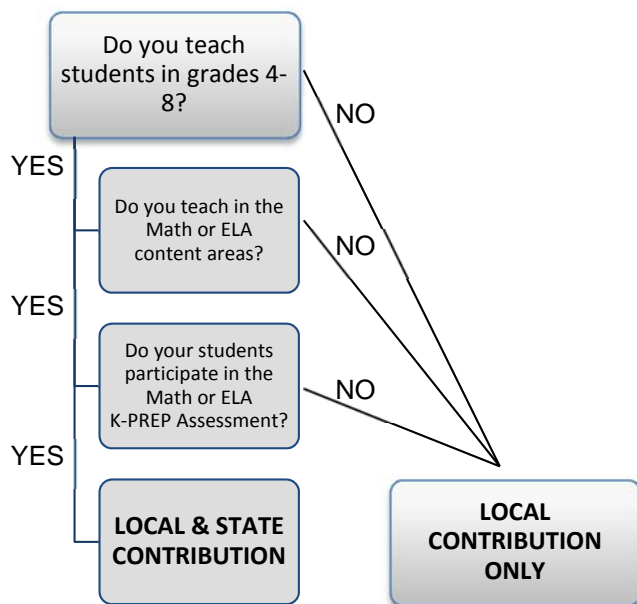
- The district point of contact will ensure all teachers and appropriate administrative staff read, understand and sign the district's Student Voice Confidentiality Statement.
- The district will implement the Student Voice Survey in a consistent manner for all teachers in the district with a minimum of one section per eligible teacher. The district has determined that the following number of sections/courses per teacher will participate in the Student Voice Survey. One section or an equivalent of randomly selected students, chosen by the principal will participate in the student voice survey.
- Building principals will determine the section(s) or randomly selected students participating in the Student Voice Survey. The rules for selection must be applied in a consistent manner to the entire school.
- 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.
- In compliance with the Kentucky Department of Education's data use policy, only survey items meeting the minimum of 10 recorded responses or more, will be included in the data set for a given teacher.
- Students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. Any necessary modifications required by an IEP or 504 Plan will be followed. If adult support is required the state confidentiality statement will be signed and kept on file at the school. The adult providing support cannot be the teacher being surveyed. Students preschool – 2nd grade or on alternative assessment plan will be exempt from taking the survey.
- In the case that a teacher does not have a sufficient roster size to participate in the survey (minimum of 10), student voice data will not be used as a source of evidence to inform the teacher's professional practice rating. Rosters may include students from more than one class period.

Student Growth

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

- 4th – 8th 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 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) – Applies to teachers of Math/ELA, Grades 4-8

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

Local Contribution – Student Growth Goals (SGG) – Applies to all school level certified staff

The local contribution for the student growth measure is a rating based on the degree to which school level certified staff meet the growth goal for a class/section(s) of students over an identified interval of instruction (i.e. trimester, semester, year-long) as indicated in the certified staff’s Student Growth Goal (SGG). All school level certified staff will develop an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the school level certified staff in collaboration with the administrator 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 and/or National Standards

Comparability- Data collected for the student growth goal must use comparable criteria across similar classrooms/settings (classrooms/settings that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band or art classes. For similar classrooms/settings, school level certified staff 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/or National 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 school level certified staff. The district adapted a KDE developed rubric for assessing the rigor of all SGGs. The Fayette County Public Schools (FCPS) Rigor Rubric for Student Growth Goal , included below, will be used by school level certified staff in collaboration with their administrators as they develop and write their SGGs. Grade level/department teams, PLCs, or other collaborative groups may be utilized as support when developing the SGGs. All SGGs must meet the *acceptable* level for structure, rigor, and comparability. SGGs will for submitted to the administrator for approval within the first 60 instructional days. If a course is selected that does not allow the SGG to be set within the first 60 days (such as 2nd 9 weeks courses or 2nd semester), then the SGG will be approved within the first 15 instructional days of the course.

FCPS Rigor Rubric for Student Growth Goal

Structure of the Goal

<i>Requirements:</i>	The structure of the goal is <i>acceptable</i> if it . . .	The structure of the goal <i>needs revision</i> if it . . .
Follows the S.M.A.R.T. goal format (Specific, Measurable, Appropriate, Realistic, Time-Bound)	<input type="checkbox"/> Includes all elements of the S.M.A.R.T. goal format	<input type="checkbox"/> Does not include all elements of or fails to follow S.M.A.R.T. goal format
Focuses on a standards-based enduring skill which students are expected to master	<input type="checkbox"/> Focuses on a standards-based enduring skill	<input type="checkbox"/> Contains a skill that is not standards-based or does not match enduring skill criteria
Identifies an area of need pertaining to current students' abilities	<input type="checkbox"/> Identifies a specific area of need related to the enduring skill	<input type="checkbox"/> Does not identify a specific area of need or the area of need is not related to the enduring skill
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students	<input type="checkbox"/> Includes a growth target for ALL students and a proficiency target that establishes the mastery expectation for students	<input type="checkbox"/> Is missing one of the targets or fails to differentiate expected performance for one or both targets
Identifies appropriate measure(s) allowing for consistent and comparable base-line, mid-course, and end-of-year/course data collection	<input type="checkbox"/> Identifies measure(s) for collecting baseline, mid-course, and end-of-year/course data that matches the skill being assessed	<input type="checkbox"/> Fails to identify a measure for data collection, or the measure is not well-matched to the skill being assessed
Explicitly states year-long/course-long interval of instruction	<input type="checkbox"/> Specifies a year-long/course-long interval of instruction	<input type="checkbox"/> Fails to specify an interval of instruction, or the interval is less than year-long/course-long

Rigor of the Goal and Measurement Instruments

<i>Requirements:</i>	The rigor of the goal is <i>acceptable</i> if . . .	The rigor of the goal <i>needs revision</i> if . . .
It is congruent to KCAS grade level standards for which it was developed	<input type="checkbox"/> It is congruent and appropriate for grade level/content area standards	<input type="checkbox"/> It is congruent to content but not to grade level standards, or it is not congruent
Baseline/pre-assessment and other data justify the selection of the enduring skill and specific area of need	<input type="checkbox"/> Selection of the enduring skill and specific area of need is supported by multiple data sources for current students	<input type="checkbox"/> Selection of the enduring skill and specific area of need is supported by only one data source for current students, or no data were used
Baseline/pre-assessment and other data justify the selection of the growth and proficiency targets	<input type="checkbox"/> Selection of the growth and proficiency targets is supported by multiple data sources for current students	<input type="checkbox"/> Selection of the growth and proficiency targets is supported by one data source for current students, or no data were used
The growth and proficiency targets are challenging for students, but attainable with support	<input type="checkbox"/> The growth and proficiency targets are doable, but stretch the outer bounds of what is attainable	<input type="checkbox"/> The growth and proficiency targets are not achievable, or the targets are achievable but fail to stretch attainability expectations
The identified measurement instrument(s) allows for students to demonstrate where they are in meeting or exceeding the intent of the standard(s) being assessed	<input type="checkbox"/> The identified measures allow students to demonstrate their competency in performing at the level intended in the standards being assessed	<input type="checkbox"/> The identified measures only allow students to demonstrate competency of a portion or none of the aspects of the standards being assessed

Comparability of Data

<i>Requirements:</i>	The comparability of the goal is <i>acceptable</i> if . . .	The comparability of the goal <i>needs revision</i> if . . .
Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	<input type="checkbox"/> It reflects collaboration on the development of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed	<input type="checkbox"/> It does not reflect common criteria used to determine progress

Comparability

The district adapted rigor rubric addresses comparability for the district. School level certified staff will apply the rubric to create SGGs to assess the structure and rigor so they meet comparable criteria. This process ensures comparability across certified staff and schools in the district in such that student growth goals are consistently:

- Congruent to Kentucky Core Academic Standards and/or National Standards
- Appropriate for grade level and content
- Encompassing an enduring skill, process, understanding or concept that the students are expected to master by taking a particular course (or courses) in school
- Allowing for high and low achieving students to demonstrate knowledge
- Providing access and opportunity for all students, including students with disabilities, ELLs and gifted/talented students

Determining Growth for a Single Student Growth Goal

Measures for Determining Student Growth:

School level certified staff will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the school level certified staff and administrator. Sources of evidence will be a combination of use of pre- and post-assessments, and/or running records/repeated measures, and/or holistic “growth rubrics”. These measures will be vetted by Effectiveness Coaches and teacher leaders using the FCPS Rigor Rubric for Student Growth Goal when the SGGs are developed. Measures that reach the rigor and comparability criterion can be used as a measure to determine student growth. The three categories of measures are described below.

Pre-Assessment /Post Assessment-

School level certified staff may use pre- and post-assessments to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section. Assessments will be vetted against the FCPS Rigor Rubric for Student Growth.

Existing assessments developed by school based PLCs will be vetted by Effectiveness Coaches and teacher leaders using the FCPS Rigor Rubric for Student Growth Goal. Such assessments that reach the criterion can be used as a measure to determine student growth.

Repeated Measures Design

School level certified staff may maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their learning progress. The school level certified staff and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.

For example, early reading teachers may complete weekly running records to track the number of errors that a student makes when reading a text. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance. Teachers will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment.

Holistic Evaluation

Certified staff may use district developed, adopted and/or adapted “growth rubrics” for a holistic evaluation designed to compare two or more examples of student work. Growth rubrics that reach the criterion can be used as a measure to determine student growth.

PROCESS TO IDENTIFY PROFICIENCY AND GROWTH TARGET RATINGS

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

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

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
≤ 74% of students meet growth target or not all students show some measureable growth	75%-89% of students meet growth target with all students showing some measurable growth	≥ 90% of students meet growth target with all students showing some measurable growth

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Products of Practice/Other Sources of Evidence

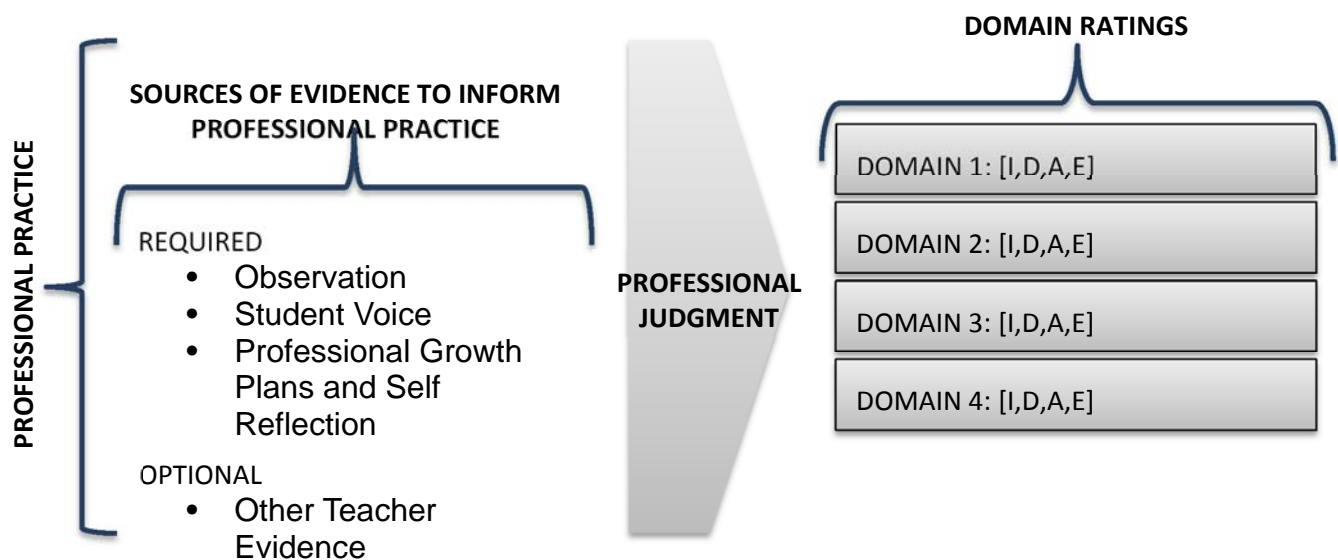
Teachers may provide additional evidence to support assessment of their own professional practice. The evidence should yield information related to the teacher's practice within the domains.

- 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: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

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. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

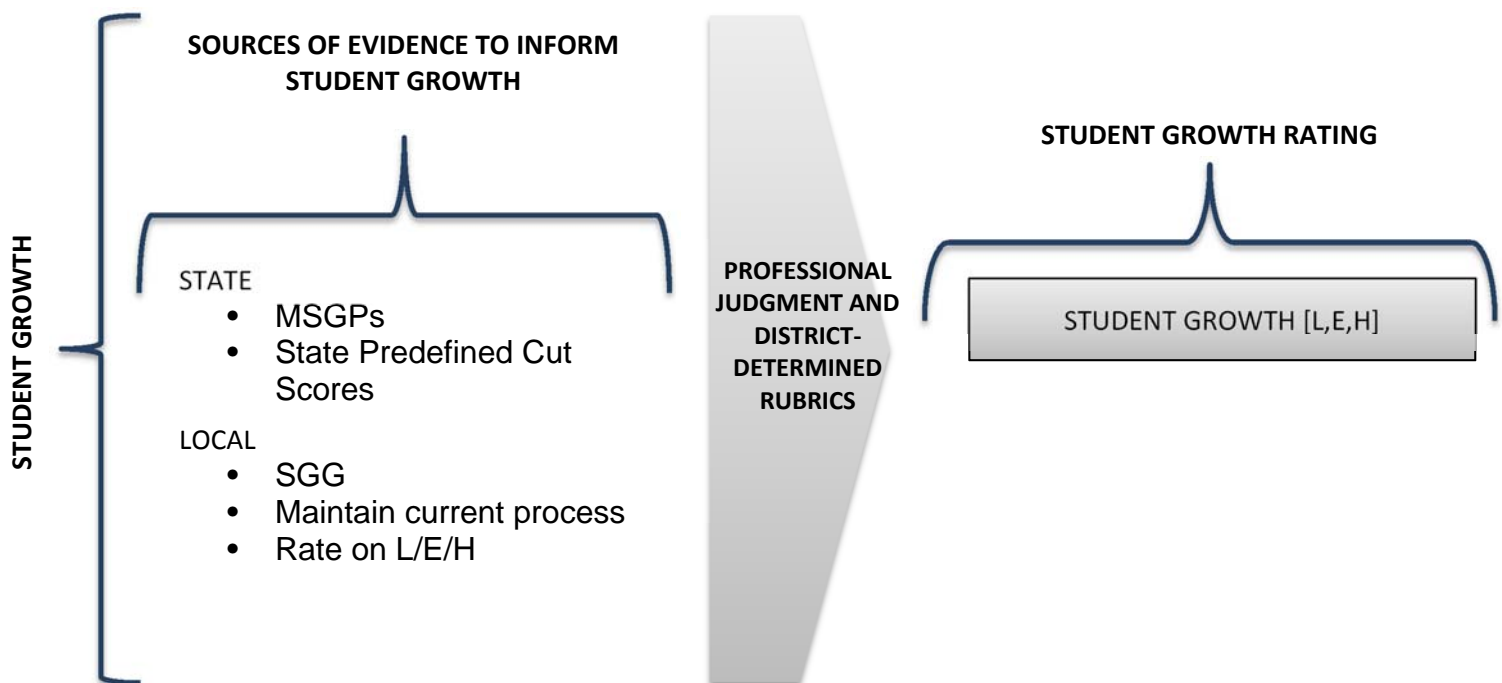
Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.



- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in state developed technology platform and district designated system.

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
- Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating for teachers.

COMBINED STUDENT GROWTH RATING if have both Math and ELA MSGP (Applies to teachers of Math/ELA grades 4-8)		
Math MSGP RATING	ELA MSGP RATING	OVERALL MSGP RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

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

For school level certified staff in their summative year, our district will use a weighted average to determine the overall student growth rating. When multiple years of data are available, the data from the current year will comprise 50% of the overall rating as follows. When multiple years of data are not available, the student growth rating for the summative year will be used for the overall student growth rating.

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

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

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

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

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

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

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each school level certified staff 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.

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

Local Student Growth Goal instruments to determine overall Student Growth Rating

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

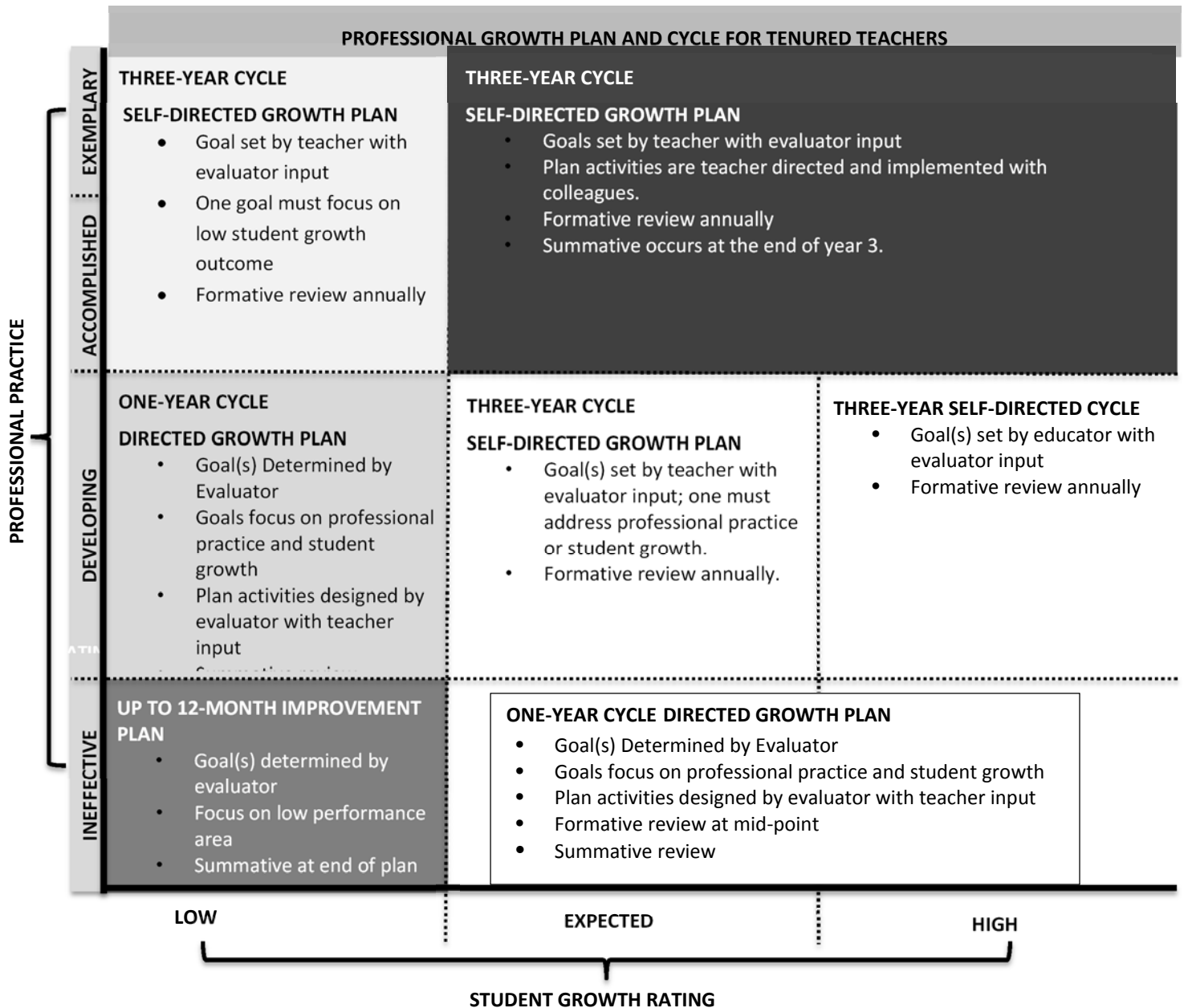
COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE SGP RATING	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

- Apply state approved decisions rules for determining an educator's overall performance rating and record in the state approved technology platform.

TEACHER OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Developing
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Developing
	Expected	Ineffective
	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 will be determined using the chart below.



OTHER PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Includes, but not limited to:

**Child Guidance Specialists, Guidance Counselors, Instructional Specialists/Coaches, Library
Media Specialists, Social Workers, Speech Therapists, and Non-Administrative District
Personnel**

**All non-tenured certified staff members participating in the Kentucky Teacher Internship
Program (KTIP) will follow that system and timelines as established by the Educational
Professional Standards Board (EPSB)**

Professional Growth and Effectiveness System – Certified Staff

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by effective certified staff.. The goal is to create a fair and equitable system to measure 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. **Evidence:** Sources of information gathered and documented
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
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. **Instructional Days:** School day when students are present
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **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.
14. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
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.
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. **Peer Observer:** Trained certified school personnel who will conduct and document observations for feedback purposes
22. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
23. **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.
24. **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.
25. **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.
26. **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.
27. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
28. **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.
29. **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.
30. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
31. **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.

- 32. **Student Growth:** Is defined by KRS 156.557(1)(c).
- 33. **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.
- 34. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
- 35. **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.
- 36. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 37. **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.
- 38. **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:

Specialist Frameworks for Other Professionals

Planning and Preparation

Environment

Instruction/Delivery of Service

Professional Responsibilities

The Framework for Teaching is designed to support student achievement and professional practice through the domains identified in the frameworks of Teaching for Teachers, Guidance Counselors/Social Workers, Instructional Specialists, Library Media Specialists, and Speech Language Pathologists. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodation for individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback and continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (STATE DEVELOPED TECHNOLOGY PLATFORM) or district designated system.

- Professional Growth Planning and Self-Reflection
- Observation/worksite visit
- Student Voice (If applicable, see student voice section)
- Local Student Growth Goals and/or State Growth Percentiles (4-8 - Math & ELA)- **Student Growth Goal Ratings will not be used as part of the overall rating for the 2015-2016 school year for OPGES.**

Other Sources of Evidence (Not Required to be in STATE DEVELOPED TECHNOLOGY PLATFORM)

- ➔ Other Measures of Student Learning
- ➔ Products of Practice
- ➔ Other Sources

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 continuous processes. The certified staff (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; and finally, (7) conducts a summative reflection on the degree of goal attainment and the implications for next steps.

All teachers and other professionals participate in self-reflection and professional growth planning each year. Self-reflection should occur prior to initial PGP Development with both being ongoing. PGP and SGG approval should occur within the first 60 instructional days. Monitoring of the PGP and self-reflection will occur at the Mid-year and End-of-Year Review. The teacher and administrator will work together on the following actions regarding self-reflection and PGP.

The PGP and SGG are to be entered and approved using State Developed Technology Platform.

Implementation Timeline

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process shall be explained
First 60 instructional days	Initial self-reflection, develop PGP and SGG - teacher reflects on his/her current growth needs and collaborates with administrator to develop growth plan If a course is selected that does not allow the SGG to be set within the first 60 days (such as 2 nd 9 weeks courses or 2 nd semester), then the SGG will be approved within the first 15 instructional days of the course.
Fall Semester	Mini observation/worksite visits with Pre/Post conferences Student Voice Survey Window
Mid-Year Review (November-January)	Review progress (SGG/PGP/Evidence collection) and modify plan as appropriate. Electronic or Face-to-Face
Spring Semester	Continued implementation and ongoing self-reflection Mini and Full Observations/worksite visits with Pre/Post conferences Student Voice Survey Window
By April 15 (non-tenured) /May 15 (tenured)/June 15 (Counselors)	Summative reflection and Evaluation- summative evaluation submitted for official personnel record, copy provided to employee who may include written response

Observation/Worksite Visit

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

- Four observations/worksite visits in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation/worksite visits is conducted by the supervisor and is a full observation.
- All observations/worksite visits must be documented in STATE DEVELOPED TECHNOLOGY PLATFORM or district designated system.
- Evaluation training for certified staff takes place within the first month (30 calendar days) of employment.
- Observations/worksite visits may begin after the evaluation training takes place.

Observation/Worksite Visit Model

Tenured Certified Staff (4 observations minimum in the 3 year cycle) All observations/worksite visits must be completed by April 30 th .			
Summative Year			
Observation Type	Frequency	Observer	Timeline
Mini Observation/Worksite Visit (20-30 minutes)	Minimum of 1 time in the Summative year	Peer	After evaluation training and before Winter Break
Full Observation/Worksite Visit (class period or lesson)	Minimum of 1 time in the Summative year	Administrator	Minimum of 10 instructional days after the peer observation and prior to April 30.
Formative Years			
Observation Type	Frequency	Observer	Timeline * **
Mini Observation/Worksite Visit (20-30 minutes)	Minimum of 1 time per year in each of the Formative years	Administrator	After the evaluation training and prior to April 30 th

Non-Tenured Certified Staff (4 observations EACH year) All observations/worksite visits must be completed by March 31st.			
Observation Type	Frequency	Observer	Timeline * **
Mini Observation/Worksite Visit (20-30 minutes)	Minimum of 2 per year	Administrator	#1 – After the evaluation training and prior to winter break #2 – A minimum of 10 instructional days after the 1 st mini observation and prior to the Full Observation.
Mini Observation/Worksite Visit (20-30 minutes)	Minimum of 1 per year	Peer	After the evaluation training and prior to winter break.
Full Observation/Worksite Visit (class period or lesson)	Minimum of 1 per year	Administrator	Conducted between the first day of the second semester and March 31 st after all mini observations are completed.

***Late Hires/Leaves of Absence (not reporting to work for 60 or more consecutive school days)** - Certified Staff must have a minimum of a mini (peer or administrative) and a full observation by March 31st (non-tenured) or April 30th (tenured). All other requirements remain the same. Timelines should be adjusted accordingly, documented in writing and signed/dated by evaluatee and evaluator.

****Instructional Calendar Changes (i.e. snow days)** - Timelines may need to be adjusted if the instructional calendar is changed.

Observation Conferencing

Observation/worksite visit Conferencing Protocols (Tenured and Non-Tenured Certified Staff)

Pre-Conference (Mini and Full) Administrative and Peer Observer	Post-Conference (Mini and Full) Administrative and Peer Observer
<ul style="list-style-type: none"> Pre-Conference required for each observation within 1-5 instructional days before observation. <ul style="list-style-type: none"> In person conference OR electronic Certified Staff submits lesson plans and/or pre-observation form. 	<ul style="list-style-type: none"> Post-Conference required within 5 instructional days after observation. <ul style="list-style-type: none"> In person ONLY Conference must be documented in writing and signed by evaluatee and evaluator

Observer Certification

All administrators serving as a primary evaluator must complete the initial certified evaluation training prior to conducting observation for the purpose of evaluation. To ensure consistency of observations, evaluators must complete the approved state platform, currently Teachscape Proficiency Observation Training. 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

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 absence of a certified evaluator, a substitute administrator who has passed the proficiency assessment will be assigned by the superintendent or designee to complete the observations.
- 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:
 - A substitute observer will be assigned by the superintendent or designee from a pool of current and retired district administrators who are certified to evaluate, ensuring certified staff have access to certified observers. In such cases, the observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
 - Additional trainings will be provided by district personnel as needed until successful completion of certification program.
 - Any supervisors that are hired late, will be required to pass the proficiency assessment. Additional support/training will be provided by district personnel if needed and a substitute administrator will be assigned for any observations conducted during that time.

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will complete a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring professional practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. State approved certification program and/or other program(s) will be used to support annual calibration in years two and three, to be conducted in administrative cadres. Administrators will go through recertification after year three.

If the observer’s calibration results indicate remediation is needed, additional training and recalibration to show rating accuracy will be required.

Peer Observation

A Peer Observer is a trained certified person who will observe, collect, share evidence, and provide feedback for formative purposes only. ***Peer Observers will not evaluate, nor will peer observation data be shared with anyone other than the observee unless permission is granted by the observee.*** All certified teachers and other certified professionals will receive a peer observation in their summative year.

- **All Teachers and Other Professionals will receive a peer observation in their summative year.**
- ♦ **All Peer Observers participating during the summative year observations will complete the state department approved training once every three years.**
- ♦ **All peer observation documentation will be accessed only by the evaluatee.**
- ♦ **Confirmation of completion will be provided to certified staff member, peer observer and supervisor in writing (electronic or paper copy)**

Peer observer qualifications
<ul style="list-style-type: none"> • All peer observers will complete the state approved training module before observing a peer. This training will be completed once every 3 years.
<ul style="list-style-type: none"> • All certified staff will have access to trained Peer Observers.
<ul style="list-style-type: none"> • Peer observers do not have to be certified in a specific subject/grade level to be an observer.

Selection/Assignment at the school level
<p>Some examples may include but are not limited to:</p> <ul style="list-style-type: none"> • Teacher leaders • National Board Certified Teachers • School Level Content Specialists • Aspiring Leaders
<ul style="list-style-type: none"> • A pool of peer observers is selected and assigned at the school level by the principal. • The observee may choose from the pool, in collaboration with the administrator, based on the availability of the peer observer. • In the event that consensus cannot be reached, the observee shall select an available peer observer from the identified pool of peer observers. • In the event an observee asks for an outside observer (not from their home school), the principal may request one from the district based on availability.
<ul style="list-style-type: none"> • Administrator will be responsible for determining coverage for peer observers at the school level. • Pre-conference, observation, and post conference should occur during observer's planning or before and after school.

STUDENT VOICE

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

All certified staff members that work directly with students will participate in the Student Voice Survey and will be administered within the window established by the state. The results of the survey will be included as a source of data to inform each certified staff member's professional practice rating. All student voice data collected after the certified staff member's previous summative year rating will be considered as a source of evidence. To ensure fidelity of implementation and comparability of results, the Student Voice Survey will be administered using the following process.

- The superintendent will assign a point of contact (POC) to be responsible for overseeing and administering the Student Voice Survey. The district point of contact for the Student Voice Survey will be the PGES POC/Infinite Campus POC. Each school principal or designee will serve as the school point of contact.
- The district point of contact will ensure all certified staff members and appropriate administrative staff read, understand and sign the district's Student Voice Confidentiality Statement.
- The district will implement the Student Voice Survey in a consistent manner for all certified staff in the district with a minimum of one section or identified case load when appropriate

per eligible certified staff member. The district has determined that the following number of sections/courses per certified staff will participate in the Student Voice Survey. One section or an equivalent of randomly selected students, chosen by the principal will participate in the student voice survey.

- Building principals will determine the section(s) or randomly selected students participating in the Student Voice Survey. The rules for selection must be applied in a consistent manner to the entire school.
- 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.
- In compliance with the Kentucky Department of Education's data use policy, only survey items meeting the minimum of 10 recorded responses or more, will be included in the data set for a given certified staff member.
- Students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. Any necessary modifications required by an IEP or 504 Plan will be followed. If adult support is required the state confidentiality statement will be signed and kept on file at the school. The adult providing support cannot be the certified staff being surveyed.

Student Growth or Impact Goal

Student Growth Goal Ratings will not be used as part of the overall performance rating for the 2015-2016 school year for personnel decisions for OPGES certified staff members. It will begin to be used for overall performance rating for the 2016-2017 school year.

Student Growth or Impact Goal Criteria

- The SGG is congruent with Kentucky Core Academic Standards and/or National 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.

Grade level/department teams, PLCs, or other collaborative groups may be utilized as support when developing the SGGs. All SGGs must meet the *acceptable* level for structure, rigor, and comparability. SGGs will be submitted to the administrator for approval within the first 60 instructional days. If a course is selected that does not allow the SGG to be set within the first 60 days (such as 2nd 9 weeks courses or 2nd semester), then the SGG will be approved within the first 15 instructional days of the course.

Determining Growth for a Single Student Growth Goal

Measures for Determining Student Growth:

School level certified staff will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the school level certified staff and administrator. Sources of evidence will be a combination of use of pre- and post-assessments, and/or running records/repeated measures, and/or holistic “growth rubrics”. These measures will be vetted by Effectiveness Coaches and teacher leaders using the FCPS Rigor Rubric for Student Growth Goal when the SGGs are developed. Measures that reach the rigor and comparability criterion can be used as a measure to determine student growth. The three categories of measures are described below.

Pre-Assessment /Post Assessment-

School level certified staff may use pre- and post-assessments to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section. Assessments will be vetted against the FCPS Rigor Rubric for Student Growth.

Existing assessments developed by school based PLCs will be vetted by Effectiveness Coaches and teacher leaders using the FCPS Rigor Rubric for Student Growth Goal. Such assessments that reach the criterion can be used as a measure to determine student growth.

Repeated Measures Design

School level certified staff may maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their learning progress. The school level certified staff and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.

For example, Speech Therapists may complete weekly data monitoring to track student progress and mastery of speech concepts/goals. These repeated measures serve a similar function to a pre- and post-test by illustrating change over time in student learning or performance. Certified staff will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment.

Holistic Evaluation

Certified staff may use district developed, adopted and/or adapted “growth rubrics” for a holistic evaluation designed to compare two or more examples of student work. Growth rubrics that reach the criterion can be used as a measure to determine student growth.

PROCESS TO IDENTIFY PROFICIENCY AND/OR GROWTH TARGET RATINGS

The proficiency target rating, when applicable, and the growth target rating will be combined for one overall local student growth goal rating. The charts below provide information on the criteria for the ratings and combined overall local growth goal. Not all SGGs for the OPGES group will have a proficiency

target as it will not always apply. If the goal does not contain a proficiency target the growth target rating will be the overall growth rating.

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

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
≤ 74% of students meet growth target or not all students show some measureable growth	75%-89% of students meet growth target with all students showing some measurable growth	≥ 90% of students meet growth target with all students showing some measurable growth

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

Products of Practice/Other Sources of Evidence

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

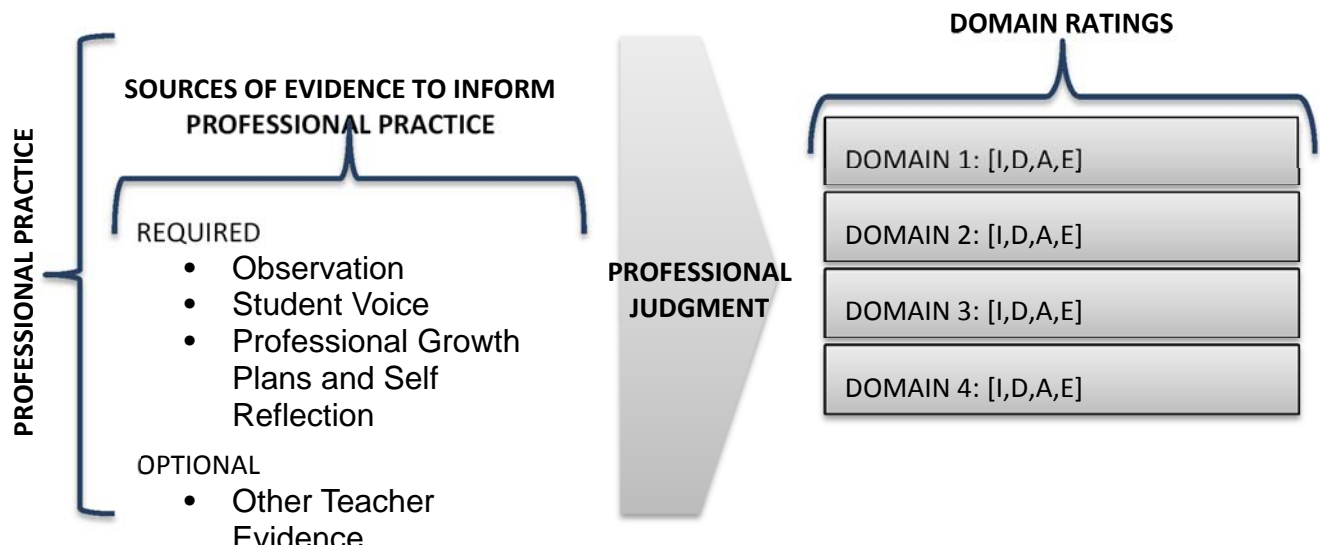
- program review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections 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: sources of evidence determined with the collaboration of teacher and administrator that uniquely supports educator practice of effectiveness for the content and grade level.

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. 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.

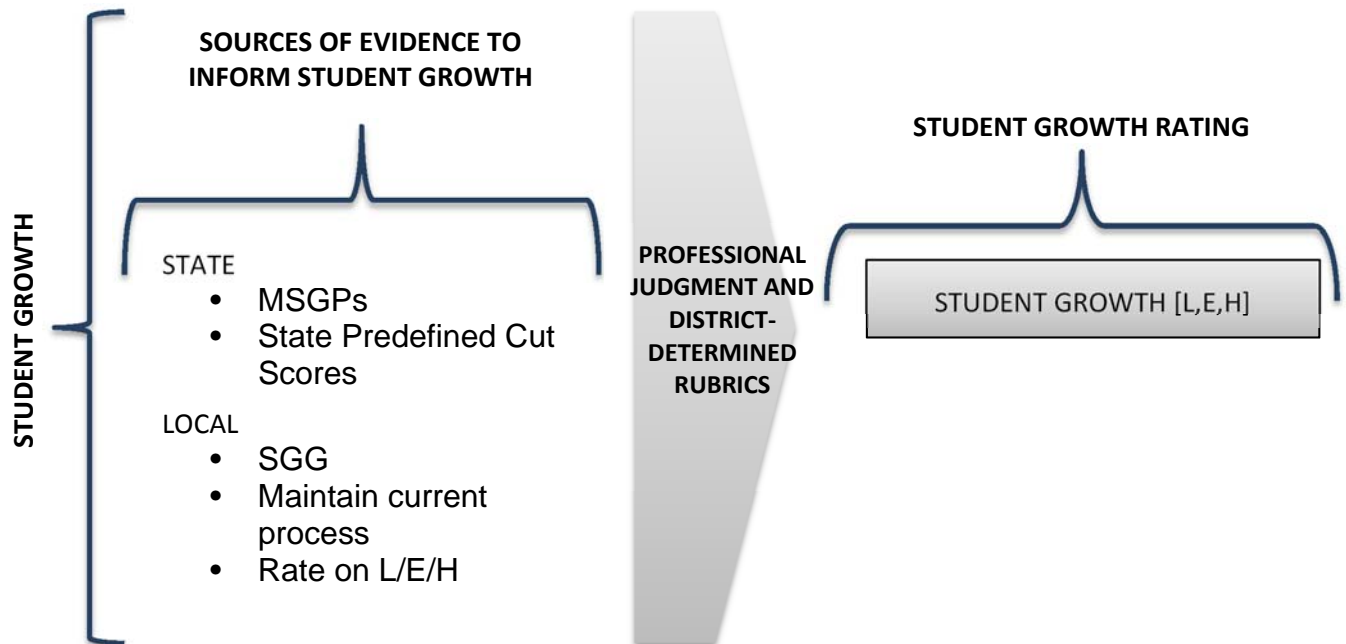


- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in state developed technology platform and district designated system.

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
- Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating for teachers.

COMBINED STUDENT GROWTH RATING if have both Math and ELA MSGP (Applies to teachers of Math/ELA grades 4-8)		
Math MSGP RATING	ELA MSGP RATING	OVERALL MSGP RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

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

For school level certified staff in their summative year, our district will use a weighted average to determine the overall student growth rating. When multiple years of data are available, the data from the current year will comprise 50% of the overall rating as follows. When multiple years of data are not available, the student growth rating for the summative year will be used for the overall student growth rating.

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

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

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

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

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

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

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each school level certified staff 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.

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 Approved Decisions Rules for determining an educator's Professional Practice rating and record in the state approved technology platform.**

CRITERIA FOR DETERMINING A CERTIFIED STAFF MEMBER'S PROFESSIONAL PRACTICE RATING

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

Local Student Growth Goal instruments to determine overall Student Growth Rating

LOCAL STUDENT GROWTH GOAL RATING		
Growth TARGET	Proficiency TARGET	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

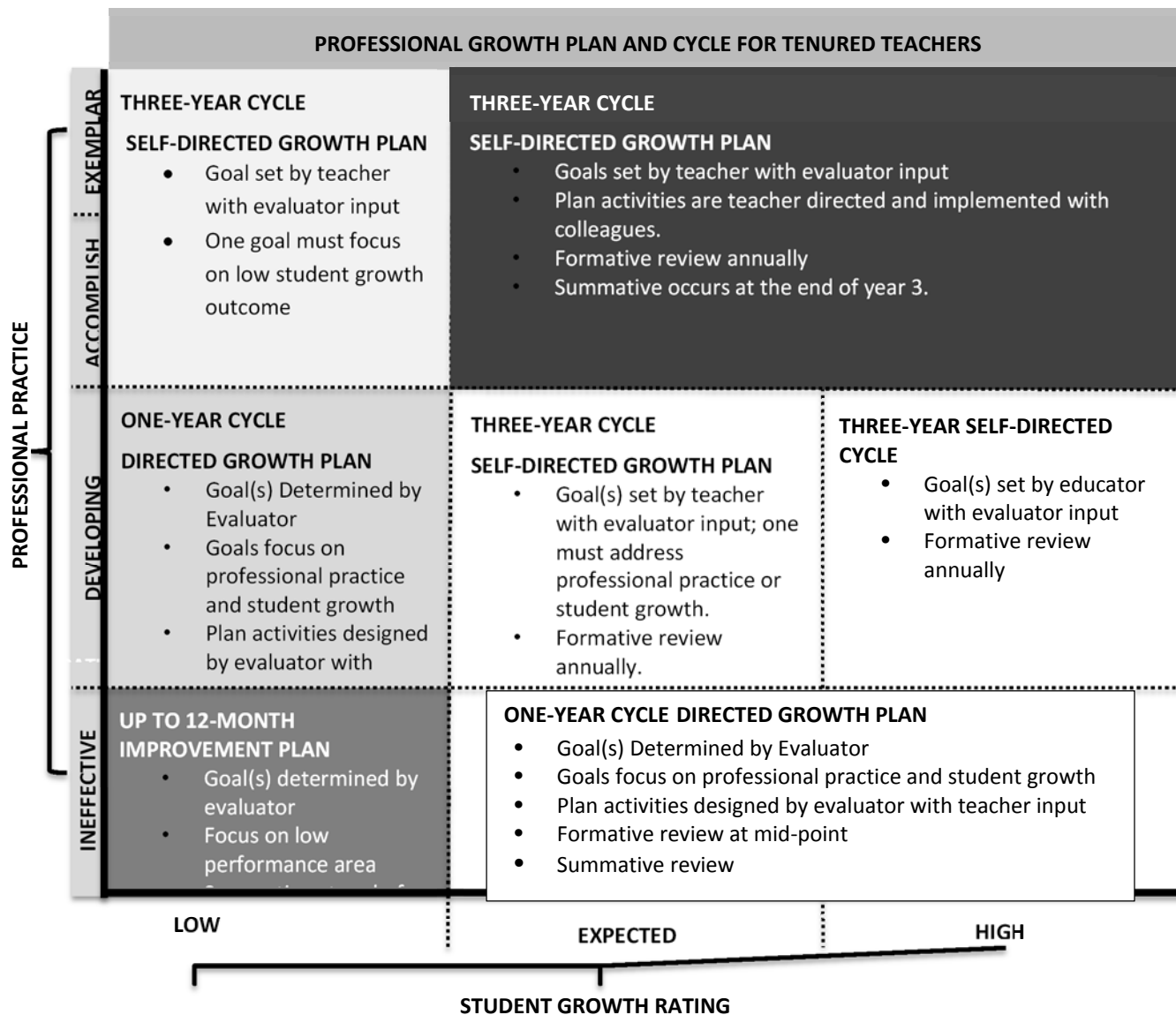
COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE SGP RATING	OVERALL SG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

- Apply state approved decisions rules for determining an educator's overall performance rating and record in the state approved technology platform.

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

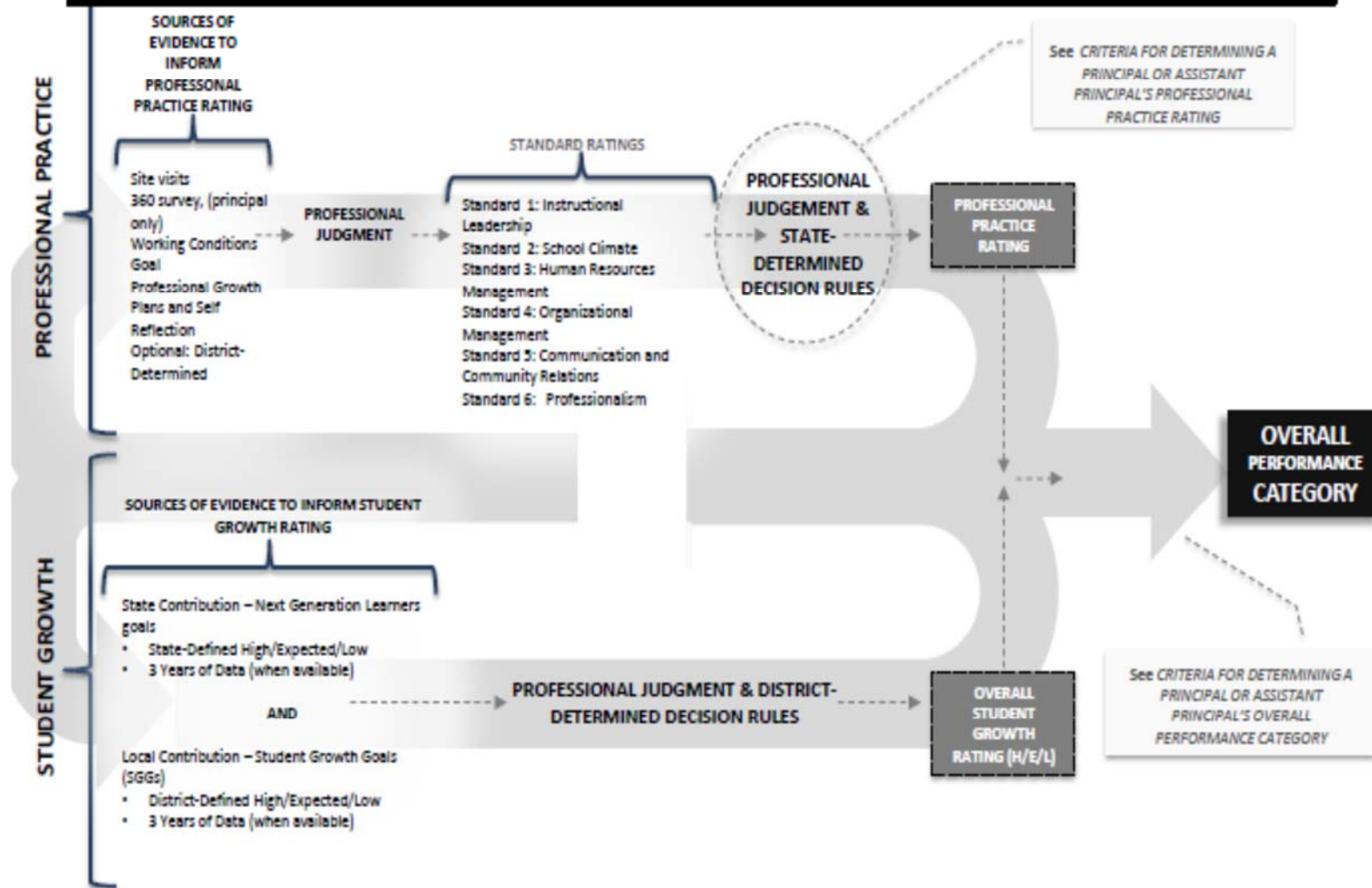
Professional Growth Plan and Summative Cycle

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



PRINCIPAL AND OTHER BUILDING LEVEL ADMINISTRATORS PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

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



SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

Professional Growth and Effectiveness System – Principal and Other Building Level Administrators

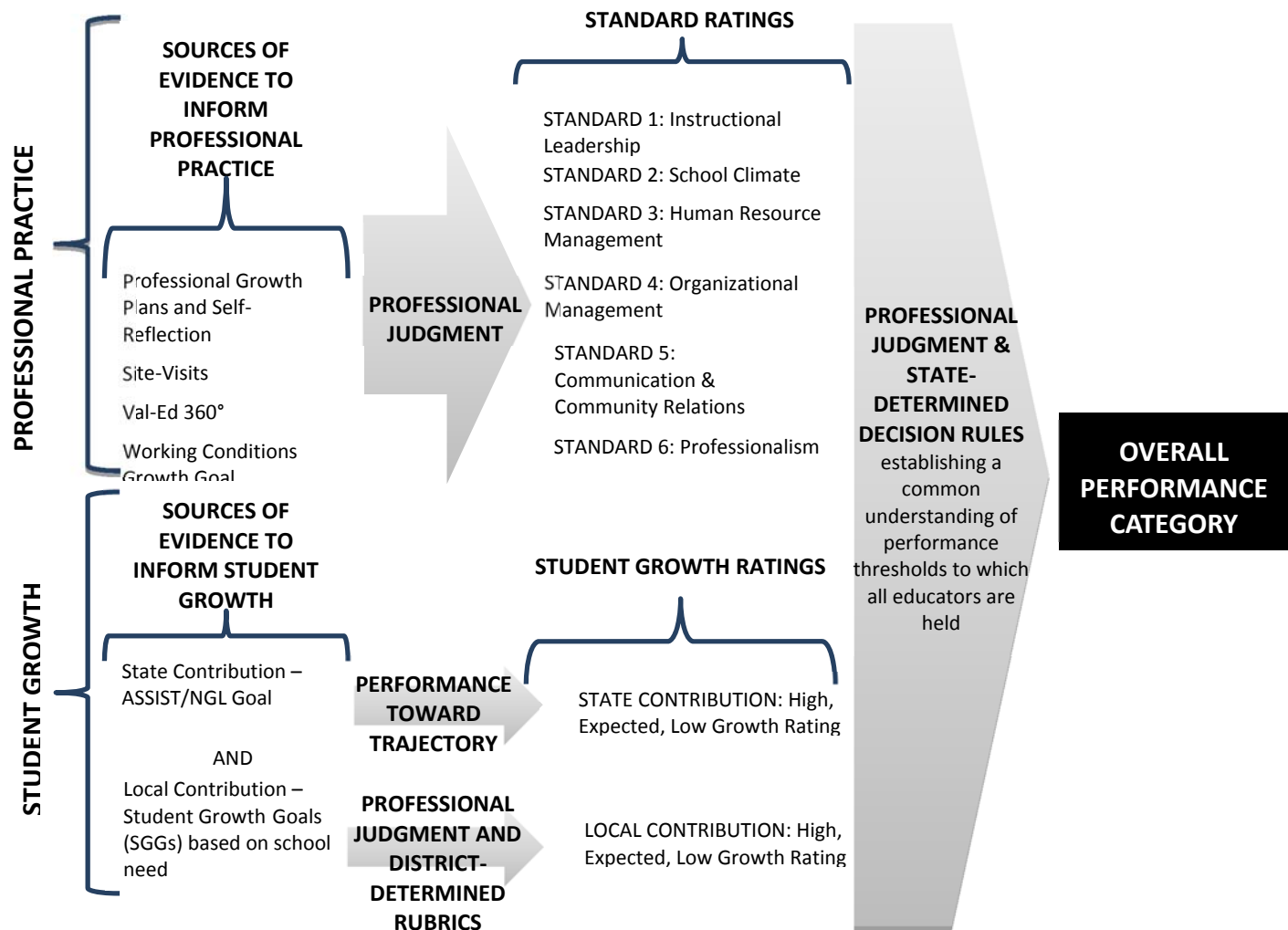
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluee:** District/School personnel is being evaluated
4. **Evidence:** Sources of information gathered and documented
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
6. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
7. **Leadership Survey (such as 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.
8. **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.
9. **Other Building Level Administrator:** Associate Principals, Administrative Deans, Professional Growth and Effectiveness Coach- Admin
10. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

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

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



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

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership, School Climate, Human Resource Management, Organizational Management, Communication & Community Relations, and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a school administrator's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most school administrators 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 school administrators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development.

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

- Required Sources of Evidence
 - Professional Growth Planning and Self-Reflection
 - Site-Visits
 - Leadership Survey - Val-Ed360 or other assigned leadership survey tool
 - 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 and Other Building Level Administrators

All principals, assistant principals and other building level administrators will participate in self-reflection and professional growth planning each year. The Professional Growth Plan will be developed within the first 90 work days and 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 school administrator practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

The Professional Growth Plan should have a minimum of one goal. Additional goals may be required based on need.

Site-Visits – completed by supervisor of principal – formal site visits are not required for Other Building Level Administrators

Site visits are a method by which the superintendent or designee may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent or designee 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.

- Site-visits conducted twice during the instructional year.(Once in the Fall, once in the Spring)
- Site-visits and Mid-Year Review must include a face to face conference with the principal and superintendent or designee.
- During the post visit conference, professional growth plan progress, evidence toward Principal performance standards, as well as student growth goal monitoring will be reviewed.
- The template, adapted from the form provided by the state, will be used during the conferences and mid-year review to guide and document the reflections and any modifications to the plan.

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

Timeline for Self-Reflection/PGP * **	
Timeline	Action
First 30 calendar days of reporting for employment	Evaluation criteria and process shall be explained
First 90 work days	Initial self-reflection, develop PGP and SGG- Administrator reflects on his/her current growth needs and collaborates with supervisor to develop growth plan
Fall semester	Site visits, ongoing self-reflection
Mid-Year Review (November-January)	Review progress/reflections on growth and modify plan as appropriate. The Mid-Year Review should be separate from the site visit and conference. Electronic or Face-to-Face
Spring Semester	Site visits, ongoing self-reflections Working condition goal and student growth goal are rated
By June 15	Summative reflection and Evaluation – annual summative evaluation submitted for official personnel record, copy provided to employee who may include written response

***Late Hires/ Leaves of Absence** - Administrators hired on or after November 1st, may have the timeline adjusted however requirements remain the same.

****Instructional Calendar Changes** (i.e. snow days) - Timelines may need to be adjusted if the instructional calendar is changed.

Leadership Survey - completed for principals – not completed for Other Building Level Administrators

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

- Leadership Survey point of contact for overseeing and administering: PGES POC
- Leadership Survey will be administered in the fall a minimum of once every two years in the year that TELL Kentucky is not administered.
- Results will be used in administrator's self-reflection and evidence of professional growth.
- In addition to the school administrator, the District POC and administrator's supervisor(s) will have access to the Leadership Survey and results.
- Administrators hired after the fall survey window, would not have this piece of evidence.

Working Conditions Goal (Goal inherited by Other Building Level Administrators)

Principals in collaboration with the Superintendent/Designee 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 way to enhance professional performance and, in turn, impact school culture and student success.

- **A minimum of one Working Conditions Goal will be developed in collaboration with the superintendent/designee.**
- **The district Working Conditions Goal form, adapted from the form provided by the state, will be used to guide mid-year review, document evidence, progress and working conditions goal rating.**
- **Additional surveys and/or evidence may be used to inform the Working Conditions Goal.**

The rubric is established when setting the Working Conditions Growth Goal in collaboration with the superintendent/designee. An "Accomplished" result is the expected outcome from the goal.

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

Products of Practice/Other Sources of Evidence

Principals/Other Building Level Administrators may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the principal's/other building level administrators' practice within the standards.

- **Other sources of evidence may include:**
 - **Agenda and/or Minutes from:**
 - **SBDM Meetings**
 - **Faculty Meetings**
 - **Department/ Grade Level Meetings**
 - **PLC Meetings**
 - **Leadership Team Meetings**
 - **Instructional Round/ Walk-through documentation**
 - **Budgets**
 - **EILA/Professional Learning experience documentation**
 - **Surveys**
 - **Parent/Community**
 - **Staff**
 - **Students**
 - **Professional Organization memberships**
 - **Parent/ Community engagement events documentation**
 - **School Schedules**
 - **Other information**

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. The principal will set two Student Growth Goals, one state contribution and one local contribution. ***At least one of the Student Growth Goals set by the principal must address gap populations.*** Other Building Level Administrators will inherit the SGG (both state and local contributions) of the Principal. **In the absence of state student assessment data for a school, the school will set two local Student Growth Goals with one goal focusing on a gap population.**

State Contribution –Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Other Building Level Administrators)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan (CSIP). The superintendent/designee 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 targets. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long-term goals through on-going improvement.

- Principals will review goals and objectives in their School Report Card. Principals will select a goal from the report card to use as the State contribution of their Student Growth Goal. The principal will then collaborate with the superintendent/designee to determine what percentage of the overall trajectory will be targeted for student growth during the current school year. The principal and superintendent/designee must then agree to the specific strategies the principal will implement to

reach the objective percentage. These are strategies which the principal himself/herself will implement. These strategies are addressed in the original CSIP document.

- The principal will work in collaboration with his/her superintendent/designee to determine interim trajectory goals.
- Selection based on ASSIST/NGL trajectory.
- **Based on Gap population unless local goal is based on Gap population.**
- ***If the school does not receive state level data, the principal will construct two local student growth goals.***

Local Contribution – Based on School Need (Goal inherited by Other Building Level Administrators)

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

Each Principal will create a minimum of one local growth goal, developed in collaboration with and approved by superintendent/designee. The process to develop the local goal includes:

- Determining Needs based on data
- Based on Gap population unless state goal is based on Gap population.
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

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

NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal)		
Low	Expected	High
No forward progress or progress declines	<ul style="list-style-type: none"> • Meets goal or Forward Progress toward Goal; and/or • Classification as a Proficient or Distinguished School 	<ul style="list-style-type: none"> • Exceeds Achievement Goal; and/or • Categorized as a School of Distinction

Determining the Overall Performance Category

Superintendent/designee is 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/school administrator's ratings on professional practice and student growth.

Rating Overall Professional Practice

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

- Use state approved decision rules to determine an overall rating.
- Record ratings in the state approved technology platform and district developed system.

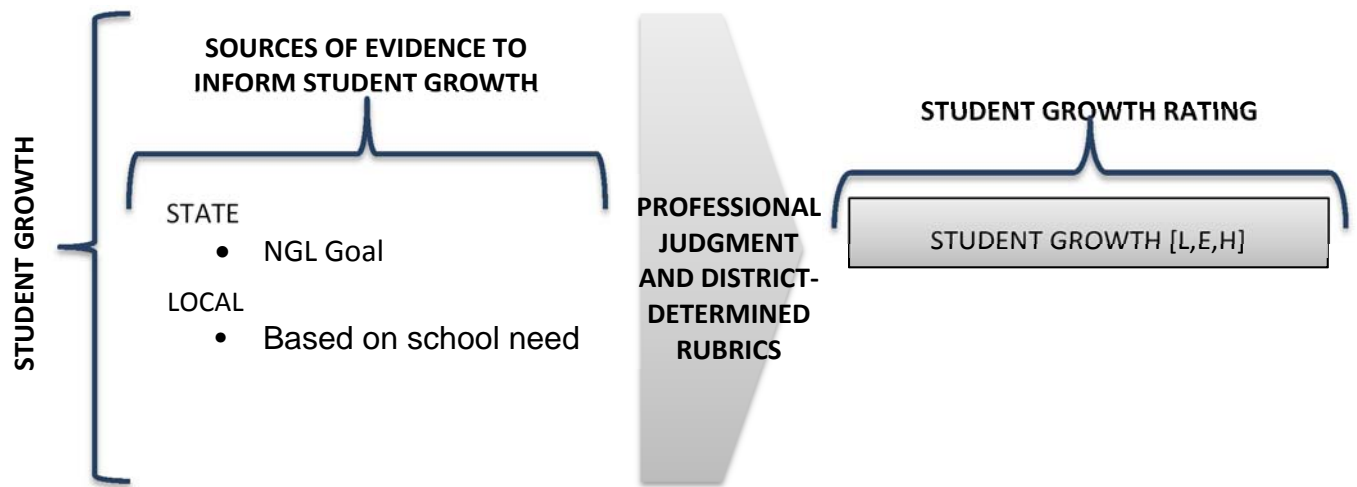
Professional Practice Decision Rules

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

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

Rating Overall Student Growth

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



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

PRINCIPAL AND OTHER BUILDING LEVEL ADMINISTRATOR COMBINED STUDENT GROWTH RATING		
LOCAL SGG RATING	STATE ASSIST/NGL GOAL RATING	OVERALL STUDENT GROWTH RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

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

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

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

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

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

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

Determining the Overall Performance Category

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

- Apply state approved overall decision rules for determining a principal's, assistant principal's or other building level administrator's Overall Performance Category.
- All summative ratings must be recorded in the department-approved technology platform and district determined system.

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

Professional Growth Plan and Summative Cycle

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

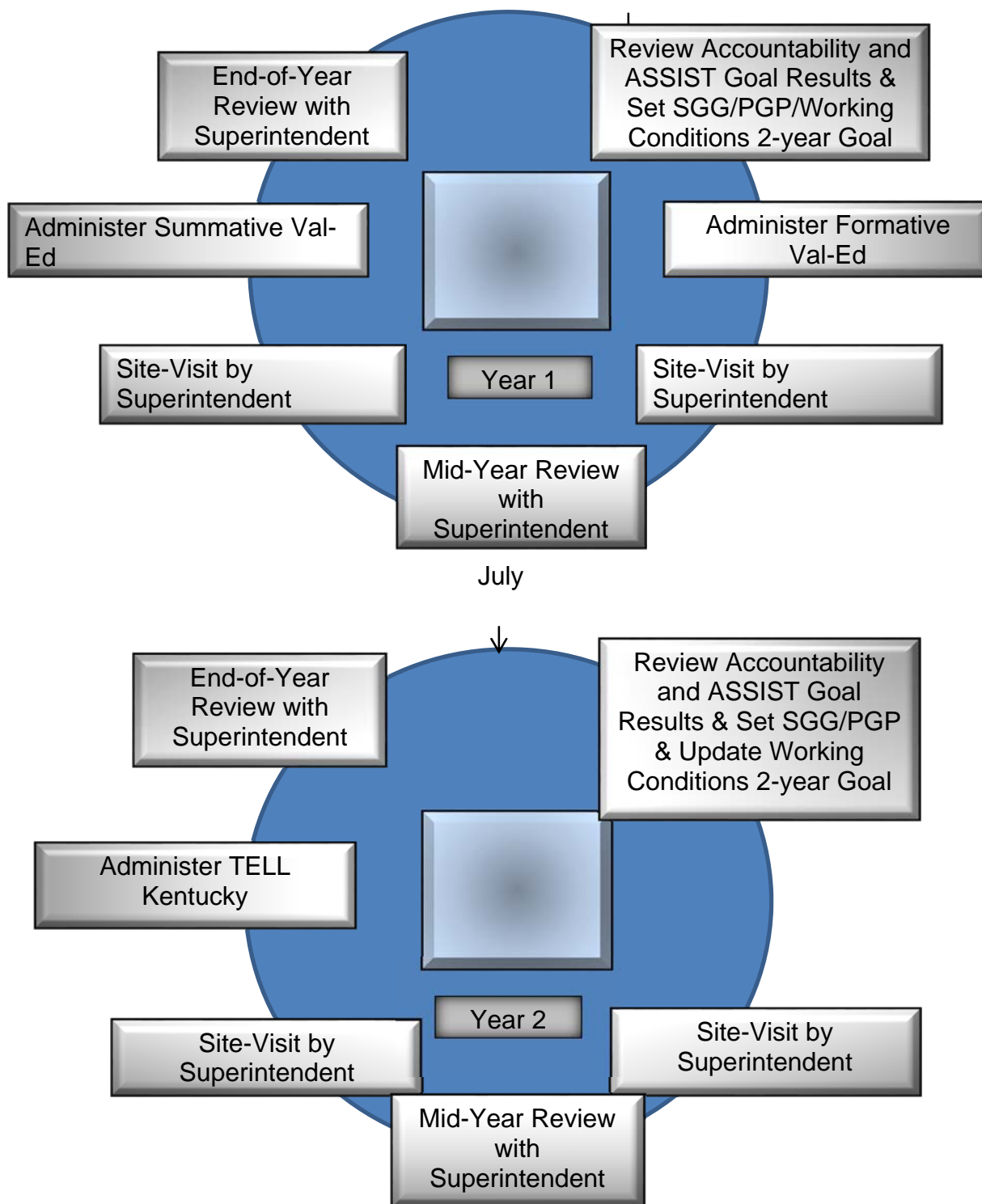
KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS	
PROFESSIONAL PRACTICE RATING	EXEMPLARY Shall have a minimum of a Professional Growth Plan developed by Evaluator
	ACCOMPLISHED Shall have a minimum of a Professional Growth Plan developed by Evaluatee
	DEVELOPING Shall have 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.
<div>LOW</div> <div>EXPECTED</div> <div>HIGH</div>	

Principal PGES Cycle

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

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

Two Year Cycle of the PPGES



District Certified Personnel

Non-Administrative District Personnel will be evaluated under the Other Professional Growth and Effectiveness System (OPGES)

Professional Growth and Effectiveness System – District Level Certified Personnel – Administrators

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

Roles and Definitions

1. **Administrator:** An EPSB certified administrator who devotes the majority of employed time in the role of principal and/or district level certified administrator, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluated:** District/School personnel is being evaluated
4. **Evidence:** Sources of information gathered and documented.
5. **Growth Goal:** A goal focused on learning that is specific, appropriate, realistic, and time-bound, that is developed collaboratively by the evaluator and evaluatee, and uses local formative growth measures.
6. **Impact Goal:** A measurable area of focus that impacts a program, system or process that positively affects student growth; that is specific, appropriate, realistic, and time-bound, and that is developed collaboratively by the evaluator and evaluatee.
7. **Non-Administrator:** Certified Employees in a non-supervisory position for which EPSB administrative certification is not required.
8. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.
9. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
10. **Leadership Survey:** An assessment that provides feedback to district certified staff from individual and others.
11. **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.
12. **Other Building Level Administrator:** Associate Principals, Administrative Deans, Professional Growth and Effectiveness Coach- Admin
13. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

Implementation Timeline –Certified District Administrative Personnel (DPGES)

Timeline	Action
First 30 calendar days of reporting for employment	Evaluation Criteria and process shall be explained.
First 90 work days	<p>Initial self-reflection, develop PGP and Impact Goal- District Personnel reflects on his/her current growth needs and collaborates with supervisor to develop growth plan.</p> <p>Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs.</p>
Fall Semester	<p>A minimum of one observation/site visit by the Supervisor (Fall or Spring Semester)</p> <p>Review progress (Impact Goal/PGP/Evidence collection) and modify plan as appropriate.</p>
Mid-Year Review (November-January)	<p>Review progress/reflections on growth and modify plan as appropriate.</p> <p>Mid-Year Review may electronic or face to face. Review progress and reflections on growth and modify plan as appropriate.</p>
Spring Semester	<p>Continued implementation and ongoing self-reflection</p> <p>A minimum of one observation/site visit by the Supervisor(Fall or Spring Semester)</p>
By April 15 (non-tenured) /May 15 (tenured)/June 15 Administrative/	Summative reflection and Evaluation- summative evaluation submitted for official personnel record, copy provided to employee who may include written response

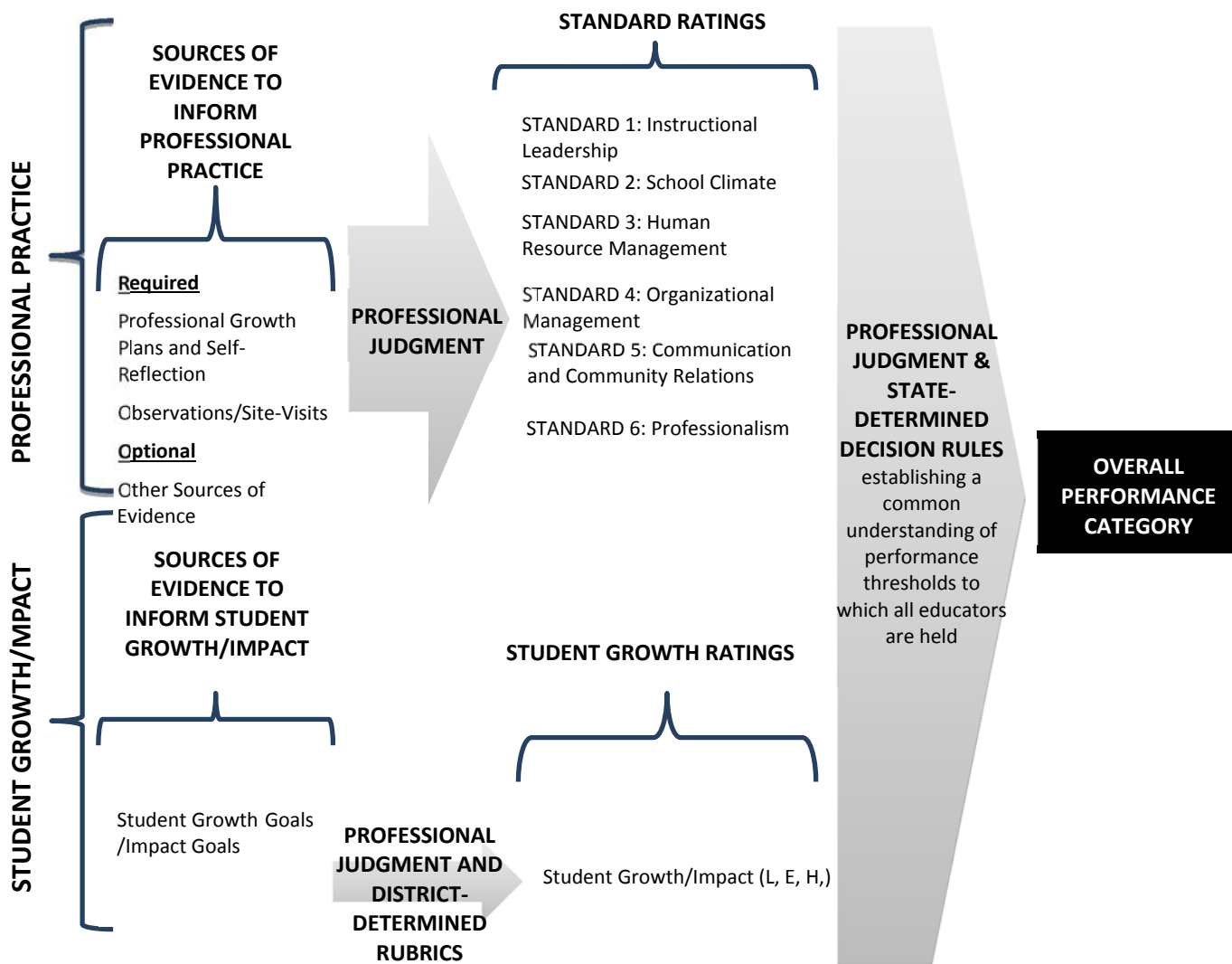
***Late Hires/ Leaves of Absence** – Certified District Personnel hired on or after November 1st, may have the timeline adjusted however, requirements remain the same.

****Instructional Calendar Changes** (i.e. snow days) - Timelines may need to be adjusted if the instructional calendar is changed.

*****District Non-Administrative Personnel will be evaluated under OPGES framework and requirements.**

District Administrative Professional Growth and Effectiveness System Components – Overview and Summative Model

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



District Administrators

Timeline

First 90 Work Days: Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs. Develop or identify tools (rubrics, preexisting forms, etc.) needed to determine levels of student growth. District personnel may inherit one of the superintendent's growth/impact goals, focus on components that support the superintendent's goal, or create a student growth/impact goal that aligns with the responsibility of the role. Goals will be written and reviewed with the primary evaluator, revised and approved within the district determined timeline.

Observation/Site Visit Cycles: A minimum of one observation/site-visit should be conducted by the primary evaluator within the district determined timeline. The district also has the option of including a peer observation to provide formative feedback on practices. Districts should also determine any expectations and timelines for pre and post-conferences. Although not required, pre-conferences may allow both the observee and the observer to discuss the "look-fors" or areas of focus that align for the specific role.

Please refer to timeline chart on page 63 of Certified Evaluation Plan (CEP).

Identifying Standards

- Principal Standards
- Other Professional Frameworks, as appropriate

District personnel will use the identified standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit.

Self-Reflection and Professional Growth Plan

District personnel should conduct the self-reflection using the identified standards. Using the results of the self-reflection, certified personnel determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth/impact goal. Activities and experiences that are identified as being of value to certified personnel in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district.

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus..
2. Collaborates with the supervisor to develop a PGP and identify action steps..
3. Implements the plan..
4. Regularly reflects on the progress and impact of the plan on professional practice and the student growth goal..
5. Shows evidence of modification of the plan as appropriate..
6. Continues implementation and reflection..

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Observation/Site Visit

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during 'office' or 'planning' hours, or leading team meetings.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee's field, the identified standards and the professional practices to meet the responsibilities.

The observation cycle and schedule is determined by the district as well as the expectations and timelines for pre and post-conferences.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing "observation guidance" documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of "look-fors" in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

Pre-Conference (Mini and Full) Administrative and Peer Observer	Post-Conference (Mini and Full) Administrative and Peer Observer
<ul style="list-style-type: none"> • Pre-Conference required for each observation within 1-5 instructional days before observation. <ul style="list-style-type: none"> - In person conference OR electronic. - Certified Staff submits lesson plans and/or pre-observation form. 	<ul style="list-style-type: none"> • Post-Conference required within 5 instructional days after observation. <ul style="list-style-type: none"> - In person ONLY - Conference must be documented in writing and signed by evaluatee and evaluator

Student Growth/Impact Goals

The student growth/impact goal should:

- Align with the role responsibilities
- Be based on district need
- Identify appropriate measures and expectations for growth

District personnel have options to consider when identifying areas for growth. District personnel may:

- Inherit one of the superintendent's growth goals
- Focus on components that support the superintendent's goal
- Use state data specific to the role and identify an area of needed growth
- Use local data specific to the role and identify an area of needed growth

When developing the student growth/impact goal, consider the possible practices and evidences that will be used to monitor progress.

Overall Performance Rating

The evaluator will use evidences from PGP, Self-Reflection, Observations/Site-Visits, Student Growth/Impact Goal/Impact Goal along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

The following designations will be used in the summative conference to indicate the progress of a district employee toward the selected standards and their indicators and should be included in the CEP:

Each District Certified Administrator will create a minimum of one local growth goal, developed in collaboration with and approved by supervisor/designee. The process to develop the local goal includes:

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

STUDENT GROWTH/IMPACT GOAL RUBRIC (Can be used for Local Growth/Impact Goal)		
Low	Expected	High
No forward progress or progress declines	Meets goal or Forward Progress toward Goal	Exceeds Goal

Determining the Overall Performance Category

Supervisor/designee is responsible for determining an Overall Performance Category for each District Certified Administrator at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the District Certified Staff member's ratings on professional practice and student growth.

Rating Overall Professional Practice

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

- Use state approved decision rules to determine an overall rating.
- Record ratings on the district approved summative evaluation forms.

Professional Practice Decision Rules

CRITERIA FOR DETERMINING DISTRICT LEVEL ADMINISTRATOR'S PROFESSIONAL PRACTICE RATING

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

DISTRICT LEVEL ADMINISTRATOR OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH/IMPACT GOAL RATING	OVERALL PERFORMANCE RATING
EXEMPLARY	High	Exemplary
	Expected	Exemplary
	Low	Developing
ACCOMPLISHED	High	Exemplary
	Expected	Accomplished
	Low	Developing
DEVELOPING	High	Accomplished
	Expected	Developing
	Low	Developing
INEFFECTIVE	High	Ineffective
	Expected	Ineffective
	Low	Ineffective

Corrective Action Plan (CAP)

A corrective action plan may be written at any time during the school year, but shall be written if evaluatee receives an "Ineffective" or "Growth Required" on the Final Summative Form.

Corrective action plans shall be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans shall be documented on the corrective action form.

The Corrective Action Plan is a plan developed by the evaluator, at any time during the school year, in collaboration with the evaluatee, when documented unsatisfactory performance is observed, or when an "Ineffective" or "Growth Required" rating is indicated on any Final Summative Evaluation Standard. Specific assistance and activities are identified in the Corrective Action Plan and progress towards identified goals is monitored. The evaluator and the evaluatee shall specifically identify and list, in writing

- 1** Corrective Action Plan goals and objectives
- 2** Procedures and activities designed to achieve Corrective Action Plan goals and objectives
- 3** Targeted dates for appraising the evaluatee's improvement towards the identified Corrective Action Plan goals and objectives

Employees who fail to make sufficient progress to meet Evaluation Standards identified for them may not be recommended to the Superintendent for rehire. If the Superintendent chooses to not renew the contract, the employee will be notified by May 15th.

A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one or two critical deficiencies in performance criteria that cannot wait for the formal observation and summative conference; (2) after the formal observation and/or during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added.

NOTE: It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving performance towards Corrective Action Plan goals and objectives. If the evaluator and evaluatee cannot agree on the Corrective Action Plan goals and objectives, a third party, non-binding mediation shall be requested by either the evaluator or evaluatee. Such a request shall be made in writing within 3 working days of the initial dispute to the Certified Evaluations Appeals Panel Chair, or designee. If the dispute is not resolved through mediation, the evaluatee may appeal through the district's Grievance Procedure.

**RESPONSIBILITIES for EVALUATION:
ALL CERTIFIED PERSONNEL**

RESPONSIBILITIES for EVALUATION: All certified personnel

The Fayette County Board of Education will evaluate the superintendent. The superintendent’s evaluation process shall be developed and adopted by the local board of education.

The superintendent or designee will evaluate directors, assistant directors, coordinators, principals, central office administrators, and other district certified personnel

Principals or designee will evaluate assistant principals, academic deans, instructional coaches, professional growth and effectiveness coaches, growth and effectiveness coaches, guidance counselors, social workers, media specialists, speech therapists, school based resource teachers, classroom teachers, and all other staff assigned to their school. All Final Summative Evaluations shall be completed by the scheduled due dates below.

Due Dates: These are the dates the Final Summative Evaluations are due. The due dates for all certified staff are detailed below.

March 31	All certified employees non-renewed for cause
April 15	All non-tenured certified staff (school and district level) (KTIP – through year 4)
May 15	All tenured certified staff (school and district level)
June 15	All administrative and counseling staff

EVALUATION TRAINING

All Fayette County Evaluators shall be trained, tested and certified according to Kentucky guidelines for the evaluation of certified personnel. Additionally, all administrators who supervise certified staff shall receive training in the implementation of the district’s certified evaluation plan.

Continued certification as an evaluator shall be contingent upon the completion of a minimum of six hours of evaluation training per year. This training shall be in any one, or combination, of the following skill areas:

- 1 Use of the local evaluation process and instrument;
- 2 Identification of effective teaching/management practices;
- 3 Effective observation and conferencing employee improvement plans;
- 4 Establishing and assisting with certified employee improvement plans;
- 5 Completion of initial or update training for KTIP not to exceed (6) six hours per (2) two-year period.

Hours of training received in the use of the local evaluation process and instruments shall be certified by the local board of education and be subject to review by the State Department of Education. Hours of training received in other skill areas may compose part of the evaluator’s required hours of continued certification. The Fayette County Board of Education has designated the District Professional Development Coordinator responsible for evaluation training and the contact person for the submitted evaluation plan.

CERTIFIED EVALUATION APPEALS PROCESS

How to Appeal Certified Evaluations

- 1** Any certified employee who believes that he or she was not fairly assessed on the Final Summative Evaluation Form may appeal to the chairperson of the Certified Employee Appeals Panel within five (5) working days of the signing and dating of the summative assessment form.
- 2** The Appeals Procedure does not involve contractual status recommendations made to the superintendent or actions by the superintendent regarding contractual status. The jurisdiction of the panel is limited to the review of the summative evaluation, only.
- 3** The certified employee begins the appeal process by completing a Fayette County Public Schools Certified Employee Appeals Form, which is provided by the Office of Professional Development. This form is to be submitted to the Office of Professional Development within five (5) working days of the signing and dating of the Final Summative Evaluation form. Any pertinent documentation the employee wants included for the members of the Panel to review shall be submitted to this same office within five (5) working days of filing the appeal.
- 4** Both the evaluator and the evaluatee shall have the opportunity to review all documentation submitted as evidence to the Appeals Panel, at least five (5) days prior to the scheduled appeals hearing date.
- 5** The members of the Certified Employee Appeals Panel, the certified employee, and the assessor shall be notified of the time and date of the hearing by the chairperson. The hearing must take place within fifteen (15) working days from the date an appeal is filed.
- 6** The appeal shall be heard by panel members from the same school level as the certified employee making the appeal, along with the board appointed chairperson.
 - a) Appeals made by elementary school certified staff shall be heard by a panel consisting of two (2) elementary teachers who were elected to the panel, along with the board appointed chairperson.
 - b) Appeals made by middle school certified staff shall be heard by a panel consisting of two (2) middle school teachers who were elected to the panel, along with the board appointed chairperson
 - c) Appeals made by high school certified staff shall be heard by a panel consisting of two (2) high teachers who were elected to the panel, along with the board appointed chairperson
 - d) Appeals made by district/itinerant certified staff who work with multiple levels shall be heard by a panel consisting of two (2) certified teachers from the same or cross-section of levels who were elected to the panel, along with the board appointed chairperson.
 - e) Alternate panel members from the same school level as the certified employee making the appeal shall serve on the panel in the event the primary panel members are unable to serve
- 7** The certified employee may appeal the substance of, and any procedural issues involved in, the evaluation process. The certified employee and the evaluator have the right to present relevant evidence and expert testimony and to be represented and assisted at the hearing by legal counsel, at their own expense.
 - a) Only documentation, testimony and other evidence that pre-dates the evaluator's signature on the Final Summative Evaluation shall be presented during the appeals hearing
 - b) Documentation, testimony and other evidence that occurred after the evaluator's signature on the Final Summative Evaluation, shall not be presented during the appeals hearing
- 8** The certified employee appealing to the Panel has the burden of proof. The evaluator may respond to any statements made and evidence presented by the certified employee and may present any evidence that supports the Summative Evaluation.
- 9** All hearings will be confidential and will follow these written procedures and the appeals hearing agenda as determined by the Panel.
- 10** Pursuant to KRS 156.557—Standards For Improving Performance of Certified School Personnel, and 704 KAR 3:345—Evaluation Guidelines, any 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. Its jurisdiction shall be limited to procedural matters

already addressed by the local appeals panel required by KRS 156.557(5). The panel shall have no jurisdiction relative to complaints involving the professional judgmental conclusions of evaluations, and the panel's review shall be limited to the record of proceedings at the local district level.

Procedures for Conducting a Certified Evaluation Appeals Hearing

1. The evaluatee and the evaluator shall both be present at the hearing.
2. The hearing shall be tape recorded by the chairperson of the Panel.
3. An overview of the process and the role of the Panel shall be given at the beginning of the hearing.
4. No additional written documents or exhibits are permitted to be presented at the hearing that were not submitted five working days before the hearing. (Panel members, evaluatee, and evaluator have been supplied with all written documents or exhibits to be considered five working days prior to the hearing day.)
5. Both the certified employee and the evaluator may present relevant evidence and expert testimony and may be represented and assisted at the hearing by a chosen representative including a legal counsel, at their own personal expense.
6. A tentative agenda will be presented to each party for approval at the beginning of the hearing. Each party will be allocated a reasonable amount of time in which to present relevant information and evidence pertinent to the appeal.
7. Panel members may ask questions during or after each presentation for clarification.
8. The certified employee and evaluator may make both opening and closing statements
9. The certified employee and the evaluator will be dismissed in order for the Panel to deliberate.
10. Recommendations that the Panel may choose are:
 - A. Recommendation that the summative growth assessment should be filed as submitted.
 - B. Recommendation that the summative growth assessment be changed in the manner and for the substantive or procedural reasons stated by the Panel.
 - C. Recommendation that further investigation should be conducted by the Superintendent.
11. The Superintendent, evaluatee and the evaluator shall be notified in writing of the Panel's finding within fifteen working days after the hearing.
12. At the conclusion of the Panel's deliberations, all **written** materials reviewed during the hearing will be collected and destroyed by the chairperson. If the Panel recommends further investigation by the Superintendent, such materials will be destroyed after completion of any additional investigation. The chairperson shall destroy the tape recording one year after the date of the hearing.

Certified Evaluation Appeals Panel Election Procedures

1. The certified employees shall elect twelve (12) members to serve on the Certified Evaluation Appeals Panel; Two (2) members and two (2) alternates elected by the elementary school certified staff of the district;; two (2) members and two (2) alternates elected by the middle school certified staff of the district; and two (2) members and two (2) alternates elected by the high school certified staff of the district.
2. The Appeals Panel Chair and alternate shall be appointed by the Fayette County Board of Education every two years
3. Each school faculty shall nominate one, and only one certified employee willing to serve as a committee member.
4. Ballots listing the candidates shall be prepared and distributed electronically to all certified staff members.
5. Appeals panel voting shall be conducted online via the district's electronic voting process
6. The Certified Evaluation Panels Chair shall total the votes and keep electronic tally sheets on file for two years.
7. Each election year, the four candidates from the elementary, middle and high school levels with the largest vote are named as members of the appeals committee.
8. The candidates receiving the first and second largest vote from each level shall be named primary panel members. The candidates receiving the third and fourth largest vote from each level shall be named as alternative panel members. Alternative panel members shall serve on the panel whenever the primary panel members are unable to participate on the panel.
9. Primary and alternate panel members will serve 2-year terms with members being elected every other year. Members may serve more than one term on the Certified Evaluation Appeals Committee.