KY Tech Schools
20th Floor, CPT
500 Mero Street
Frankfort, KY 40601
502-564-4286

Laura Arnold, Interim Associate Commissioner

<u>Vision</u>

With high expectations and strong partnerships, KY Tech will actively engage all students in the mastery of academic and technical skills needed to be ready for college and a career.

<u>Mission</u>

- Students learn best when they are actively engaged in the learning process.
- Students learn best when our staff maintains high expectations for learning.
- Students are motivated to learn when classroom instruction is related to real-world applications.
- All students in our school need to have an equal opportunity to learn.
- A safe and physically comfortable environment promotes student learning.
- Students learn best when instruction incorporates both academic and technical skills.
- Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.

KENTUCKY TECHnically Speaking

INTRODUCTION

The evaluation of certified personnel is an important tool that KY Tech utilizes to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:
- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The principal or designee is primarily responsible for evaluating teachers. Non-continuing status teachers and continuing status teachers will be evaluated yearly following the requirement of the Teacher's Professional Growth and Effectiveness System (TPGES). However, a Corrective Action Plan can be implemented at any time.

Administrators will be evaluated annually by the Director of Technical Schools and Federal Programs or by the Director's designee following the requirements of the Principal's Professional Growth and Effectiveness System (PPGES). However, a Corrective Action Plan can be implemented at any time.

Principals and teachers with 12 months or less experience will not be evaluated by the Professional Growth and Effectiveness System (PGES). These employees are still on probation; however, they will be required to complete components of PGES.

ASSURANCES
CERTIFIED EVALUATION PLAN

The KY Tech School District hereby assures the Commissioner of Education that:

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

The evaluation process and criteria for evaluation will be explained to and discussed with all KRS 156 personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each KRS 156 staff member will be conducted or supervised by the immediate supervisor of the employee, providing the period of supervision has been for a period of at least ninety (90) calendar days.

If the evaluator has supervised an employee for at least ninety (90) calendar days and will no longer be the employee's immediate supervisor after this period of time, the evaluation shall take place at least five (5) working days before the evaluator is no longer supervising the employee. However, if the evaluator ceases supervision duties due to dismissal, demotion, or suspension, the next-line supervisor shall conduct the evaluation. If the employee transfers, the immediate supervisor shall conduct an evaluation prior to the transfer, so long as the period of supervision is not less than ninety (90) calendar days.

All KRS 156 employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The PGP will be reviewed annually.

All administrators and teachers will be evaluated annually. Administrators and teachers with 12 months or less experience will be on a probationary period and will not receive an official evaluation.

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

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

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

Each teacher will be evaluated using multiple measures including observations that will lead to an overall summative rating of performance. The teacher will receive a copy of his/her summative performance rating and the original shall be filed with the official personnel records.

The evaluation plan will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The Kentucky Board of Education approved the evaluation plan as recorded in the minutes of the meeting held on _____.

_____ _____
Signature of Interim Associate Commissioner   **Date**

KRS 156 KY Tech Evaluation Plan

KY Tech Schools
20th Floor CPT
500 Mero Street
Frankfort, KY 40601

Interim Associate Commissioner: Laura Arnold

Evaluation Contact Person: David Horseman, Interim Director of Technical Schools and Federal
                                                  Programs

50/50 Committee:

Administrators: Dr. Linda Smith Floyd, OCTE Field Consultant
                                 Dr. Beth Hargis, KY Tech Principal
                                 Mr. Tom Thompson, OCTE Field Consultant

Teachers: Greg Taylor, KY Tech Instructor
                                 Scott Johnson, KY Tech Instructor
                                 Holly Joyner, KY Tech Instructor

Contents

Teacher Professional Growth and Effectiveness System (TPGES)

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

TPGES Roles and Definitions

1. **Administrator:** an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
3. **Evaluator**: the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evidence**: documents or demonstrations that indicate proof of a particular descriptor.
5. **Local Contribution**: a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e., trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG).
6. **Observation**: documentation and feedback on a teacher's professional practices and observable behaviors.
7. **Overall Student Growth**: the overall growth rating assigned when combining the Student Growth Goal with the Student Growth Percentile ratings.
8. **Peer Observer**: observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, which observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practices.
9. **Peer Observer Modules**: three modules designed to provide training for peer observers before completion of peer observations.
10. **Professional Growth**: increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
11. **Professional Growth Goal**: measurable goal written by certified employee using established guiding questions following the SMART criteria format and developed by using established criteria checklist.
12. **Professional Growth Plan**: an individualized plan that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
13. **Ratings**: teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.

14. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
15. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound)
16. **Student Growth:** quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
17. **Student Growth Goal:** measurable goal(s) written by the certified employee who measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
18. **Student Growth Goal Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
19. **Student Voice:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practices.

KY Tech Evaluation Categories

As referenced in KRS 156.828 teachers and administrators in the area technology centers shall be evaluated in the following categories.

A. School or classroom management
B. Job knowledge and skills
C. Instructional management
D. Employee conduct
E. Professional responsibility

The table below connects the above categories to the Framework for Teaching used to guide the Professional Growth and Effectiveness System.

Crosswalk of KY Tech Categories & KY Framework

KY Tech Categories	KY Framework for Teaching and Student Growth
School or classroom management	Classroom environment
Job knowledge and skills	Planning and preparation & student growth
Instructional management	Classroom instruction & student growth
Employee conduct	Professional responsibilities
Professional responsibility	Professional responsibilities & student growth

All other certified and equivalent staff in the field and in the central office shall be evaluated in the following categories with appropriate criteria described in written evaluation procedures.

A. Job knowledge and skills
B. Quality of work
C. Employee conduct
D. Professional responsibility

Evaluation procedures for other certified and equivalent staff in the field may be found at the following location http://kytech.ky.gov/OCTE_Principals'_Resource_Page.htm.

Professional Practice

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

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

Required for all KY Tech Teachers
- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning on district approved forms.

Self-Reflection/PGP Timeline

August - within 30 calendar days of start of employment for current school year or initial employment for new hires.	Teacher reflects on his/her current growth needs based on data and identifies an area of focus.
October 31 or within 90 days of employment	Collaborates with his/her administrator, develops growth plan and action steps.
November-January	Implementation/Reflection on progress and impact of the plan on his/her professional practice.
January	Modifies plan as appropriate.
January-April	Continued implementation and ongoing reflection.
May/June	Summative reflection on the degree of goal attainment and implications for next steps.

NOTE: See observation timeline on page 6

Observation

Observation Model

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

Progressive Model (3 and 1)

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

- Non-continuing status teachers will follow the progressive 3 and 1 model. This includes one full observation by the supervisor yearly and three mini observations with one being by the peer observer. The first two mini observations must be completed prior to December of the academic year (supervisor mini observation and the peer observation). The other two observations (mini and full) must be completed by the supervisor before May 30.
- Continuing status teachers will receive one full observation yearly by the supervisor and two mini observations. The first two mini observations must be completed prior to December of the academic year (supervisor mini observation and peer observation). The other two observations (mini and full) must be completed by May 30).
- Probationary Period - Teachers with 12 months or less experience will be on their probationary period and will not receive an official evaluation. New teachers will only be required to participate in the Kentucky Teacher Internship Program.

Required for all KY Tech Teachers

The observation model must fulfill the following minimum criteria:
- Three mini-observations yearly (one by peer observer and two by supervisor).
- Final observation is conducted by the supervisor and is a full observation.

Observation Conferencing

Observation Timeline

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate 156 personnel shall be explained and discussed with certified school personnel no later than the 20th day of school.	First 20 days of school or 20 days after initial employment for new hires. Signature is required.
Step 2	Individual Professional Growth Plan-An individual growth plan shall be developed jointly by evaluator and teacher.	Growth plans shall be developed yearly based on previous evaluation cycle or teacher needs.
Step 3-1	FORMAL OBSERVATION (Intern teacher and principal): Conduct formal observation and collect formative data (Post Observation Conference held within 5 days of the formal observation).	District will adhere to the KTIP approved guidelines when completing evaluations.
Step 3-2	FORMAL OBSERVATION: Conduct formal observations and collect formative data. (Post Observation Conference held within 5 days of the formal observation). An informal conference will be held for the mini observations.	Four observations are required annually. Three by the administrator and one by a peer observer.
Step 5	SUMMATIVE EVALUATION: Evaluator completes evaluation	Prior to June 15

Note: Timelines for new hires may be adjusted ensuring the peer observation is done prior to the full and the full must be the final observation.

Required for all KY Tech Teachers
Observers will adhere to the following observation conferencing requirements
- Pre-observation conferences are recommended but not required. If a pre-conference is conducted, it should occur no later than one day prior to the observation Post-observation conferences are required and must be held within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle prior to June 15 and shall include professional growth effectiveness data.
- The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and mini observations. All Post-conferences must be completed in person

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

Required for All KY Tech Evaluators
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):

Certification/Calibration Cycle

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

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

o All uncertified supervisors who are evaluating certified personnel will be assigned a mentor supervisor who has passed the initial certification process. Mentors will be assigned by the Division Director or Director's designee. The mentor(s) will meet periodically with uncertified supervisor(s) to review training modules and give advice regarding the certification process. When there are more than two supervisors who have not completed the training, they (along with their mentors) will form a cohort to review certification requirements and the training modules. Supervisors will take the state-approved certification assessment after completing the training modules.

o All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, a certified supervisor of another school in the district will assist in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The uncertified supervisor will complete all official evaluations with the mentor present.

Observer Calibration

Calibrated observers may tend to experience a drift in rating accuracy; the district will require each observer to complete one calibration window per semester for each year where certification is not required. This involves two windows per year. The calibration process will be completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice.

Required for KY Tech Administrators

- Observer calibration during years 2 and 3 of the Observer Certification process based on the state approved certification platform and the current state approved technology.
- Re-certification after year 3.

Observer Certification Timeline

Process	Documentation
Initial Certification Process	A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.
Calibration Process Year 2	One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.
Calibration Process Year 3	Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.
Re-certification Year 4	Certified evaluators will complete the required Recertification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state approved certification vendor.
Recalibration Process	In the case where administrators do not meet calibration requirements (red is considered not meeting), administrators will receive additional calibration practice/scoring to support the reliability of the calibration process.

Peer Observation

A Peer Observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the person observed unless permission is granted. If requested by the teacher, it may be used as evidence for the formative or summative ratings for Professional Practice.

Required for all KY Tech Teachers
- All teachers will receive a peer observation each school year.
- All Peer Observers participating in observations will complete the state developed training at least once every three (3) years.

Peer Observation Selection

All KY Tech teachers must complete peer observation training. All teachers shall receive a peer observation yearly. The principal shall assign each teacher a trained observer. Peer observation must occur before final observation (timelines for new hires may be adjusted to ensure completing the process).

Student Voice

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

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

Student Voice Surveys

Point of Contact	KY Tech PGES POC/IC POC
Selection of Student Groups	District will determine the minimum number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school (teachers with fewer than 10 students will not receive results). Students must be enrolled for fifteen (15) days in order to complete a survey on that teacher.
Process for Equal Access for All Students	Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.
Student Voice Survey Timeline	A period during the fall (trimester) or spring semester (semester) will be determined by the Principal and all student voice surveys will be completed during this window.

Products of Practice/Other Sources of Evidence

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

Required for all KY Tech Teachers
- observations conducted by supervisor
- student voice survey(s)
- self-reflection and professional growth plans

Other sources of evidence that can be used to support educator practice
- Program assessment data/scores
- Advisory committee minutes/surveys
- Lesson plans
- Communication logs
- Timely, targeted feedback from informal or mini-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
- Two additional pieces of evidence agreed upon by teacher and principal

Student Growth
The student growth measure is comprised of the local contribution.

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

Student Growth Goal Criteria
- The SGG is congruent with Kentucky Academic Standards, Career and Technical Education Program of Studies, national industry 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-achieving and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

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

In order to ensure both rigor and comparability in our district's Student Growth Goal developmental process a combined process of using a rigor rubric (See Appendix) and school or district peer reviews will be implemented. A Student Growth Goal will be considered rigorous and comparable when there is a uniform expectation for student achievement and the goal is consistently aligned with the standards. This does not mean that schools use the same pre/post measures or that the expectations for growth percentage are the same across the district. The following protocol will ensure rigor and comparability across our schools.

<p style="text-align:center;">**Student Growth Protocol**</p>

Number of Growth Goals	All teachers will develop one (1) Student Growth Goal
Process/Protocol	**Step 1: Determine Needs** • **Context of identified class, student population** • **Interval of instruction** • **Identify content area enduring skills** • **Sources of evidence to establish baseline data and measure of student growth** **Step 2: Create a specific learning goal** • **Specify expected growth and proficiency targets** • **Apply SMART Goal Criteria** • **Explain rationale for goal/how targets meet expected rigor** **Step 3: Create and Implement Teaching and Learning Strategies** • **Describe personal learning needed to support students attainment of growth goal** • **Instructional strategies to obtain goal** **Step 4: Monitor Student Progress through on-going Formative Assessment** • **Plan for progress monitoring** **Step 5: Determine whether students achieve goal** • **Analyze results (summative/post assessments)** • **Reflection/Next Steps**
Instruments	**In order to determine if the teacher created Student Growth Goal ensures rigor, teachers can use other planning tools such as the Enduring Skills Checklist, Think Plan Guidance format for developing Student Growth Goals, national/local industry standards, and OCTE Program of Studies.**

Student Growth Comparability

Administration Protocol	Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria: • Aligns with standards identified in the student growth goal? • Meets the expected rigor of the standards? • Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept? • Measures accurately the growth of individual students? • Measures what it says it measures and provides consistent results? • Allows high achieving and low-achieving students to adequately demonstrate their knowledge? • Provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students? • Provides sufficient data to inform future instruction?

Student Growth Scoring Process

Scoring Process	Step 1: Principal and teacher will meet to review relevant data sources and determine area of focus. Step 2: The student growth goal shall contain both growth and proficiency Measures. Step 3: The teacher will meet with his/her peer group and principal to review the student growth goal using the rigor rubric. Step 4: The peer group will determine if pre/post measure will yield true student growth data and would be comparable growth measures. Step 5: Once the goal has been vetted by the peer group the teacher will meet with the principal to approve goal and plan/review Strategies to meet the goal.

Note: Peer Group is defined as two or more CTE teachers.

Determining Overall Student Growth

The teacher and principal will collaborate to ensure rigor, comparability and determine the **proficiency** targets using baseline data. During this process, the teacher and principal will establish parameters for Low, Expected and High growth for **proficiency** as it relates to the Student Growth Goal.

Proficiency Component

High	% to be determined by using baseline data
Expected	% to be determined by using baseline data
Low	% to be determined by using baseline data

The teacher and principal will collaborate to ensure rigor, comparability and determine the **growth** targets using baseline data. During this process, the teacher and principal will establish parameters for Low, Expected and High growth for the **growth targets** as they relate to the Student Growth Goal.

Growth Component

High	% to be determined by using baseline data
Expected	% to be determined by using baseline data
Low	% to be determined by using baseline data

The matrix below will be used to assign the overall rating of the growth goal by the building level supervisor.

Overall Growth Rating

Proficiency				
	High	E	E	H
	Expected	E	E	E
	Low	L	E	E
Growth		Low	Expected	High

The matrix below will be used for up to three years of student growth data (when available) to determine overall Student Growth Rating for teachers.

District Decision for MULTIPLE YEARS of Student Growth Data	
Teacher has any LOW ratings	CANNOT be rated as HIGH
Teacher has 50% or more of their ratings as LOW	SHALL be rated as LOW
Teacher has more than 50% of their ratings as EXPECTED or HIGH	CANNOT be rated as LOW

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.

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

LOCAL
- SGG
- Maintain current process
- Rate on H/E/L

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATING

STUDENT GROWTH [H,E,L]
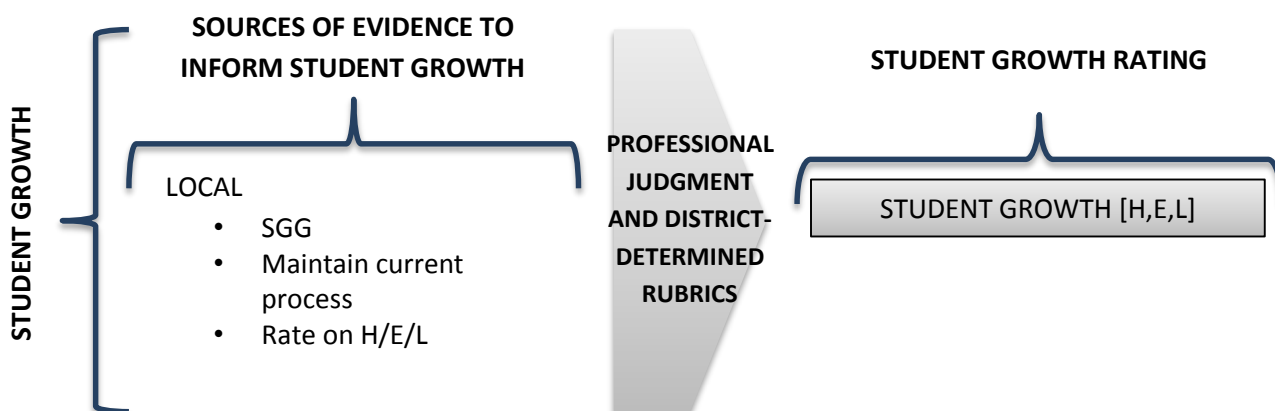
Determining the Overall Performance Category

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

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice. Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

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.

Determining the Professional Practice

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

PROFESSIONAL PRACTICE

REQUIRED
- Observation
- Student Voice
- Professional Growth Plans and Self Reflection

OPTIONAL
- Other: District-Determined – Must be identified in the CEP

PROFESSIONAL JUDGMENT

DOMAIN RATINGS

DOMAIN 1: [I,D,A,E]

DOMAIN 2: [I,D,A,E]

DOMAIN 3: [I,D,A,E]

DOMAIN 4: [I,D,A,E]
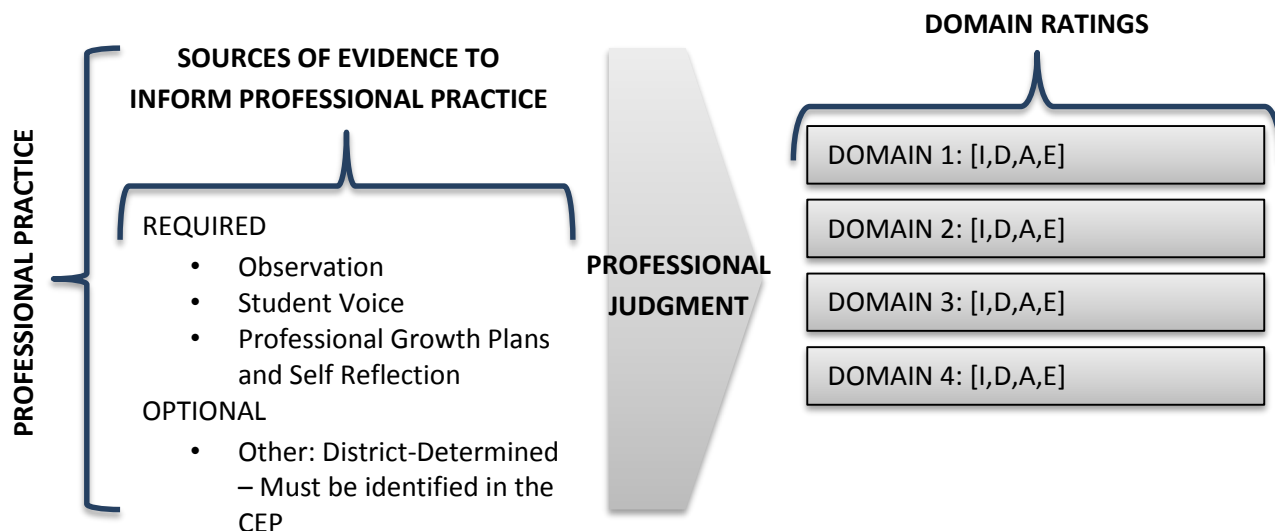
Note: I=Ineffective, D=Developing, A=Accomplished, E=Exemplary

Required for KY Tech
- Provide a summative rating for each domain based on evidence.
- All summative ratings must be recorded in state approved system.

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 Decision Rules for determining an educator's Professional Practice rating.

Criteria for Determining a Teacher's Professional Practice Rating

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

All summative ratings will be recorded in the department-approved technology platform. Ineffective rating is equivalent to an *Unsatisfactory* rating.

Overall Performance Rating

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

Professional Growth Plan and Yearly Evaluation Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan will be determined by supervisor and teacher based on the chart below. Evaluations shall be in writing. An evaluator shall follow all statutory and regulatory provisions for evaluation and shall present and explain all documentation affecting an employee's evaluation, as well as discuss every aspect of performance with the employee at each evaluation. The evaluator shall solicit the employee's opinions and suggestions and shall advise the employee of the measures needed to improve performance.

KRS 156.828(10) states that each full-time employee who has completed initial probation and each part-time employee who works over one hundred (100) hours each month and who has completed initial probation shall be evaluated.

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Professional Growth Plan Requirement

PROFESSIONAL PRACTICE RATING	OVERALL STUDENT GROWTH RATING	OVERALL PERFOMANCE CATEGORY	MINIMUM GROWTH PLAN REQUIRED
Exemplary	High OR Expected	Exemplary	Self-Directed
	Low	Developing	Directed
Accomplished	High	Exemplary	Self-Directed
	Expected	Accomplished	Self-Directed
	Low	Developing	Directed
Developing	High	Accomplished	Self-Directed
	Low OR Expected	Developing	Directed
Ineffective	Low, Expected OR High	Ineffective	Corrective Action Plan

Appeals

Within five (5) working days of an evaluation, an employee may request reconsideration of the evaluation by the evaluator. Within five (5) working days of the reconsideration, an employee may:

1. Submit a written response to any evaluation which shall be attached to the evaluation; and
2. Submit a written request for reconsideration of any evaluation to the second-line supervisor.

No later than fifteen (15) working days after receipt of the request, the second-line supervisor shall inform the employee and the evaluator in writing the decision after the second-line supervisor has:

1. Obtained written statement from both the employee and evaluator; or
2. Met with the employee and evaluator; and
3. Reviewed the evaluation process according to statutory or regulatory requirements as well as the ratings.

Within thirty (30) days after the employee has received the written decision of the second-line supervisor, the employee may appeal an evaluation to the next level. For area technology centers, this appeal would go to the ombudsman for mediation. If not resolved at this level, the employee may file an appeal with the appointing authority or designee who shall make a final ruling.

KRS 156.828(10) specifically outlines the appeal procedure for the evaluation process and the specific evaluation categories for teachers, administrators, all other certified and equivalent staff statewide and Central Office personnel. KRS 156.828 also provides that if an employee receives an overall *Unsatisfactory* (ineffective) evaluation on two (2) successive summative evaluations, the employee shall be (a) demoted or (b) terminated.

Principal Professional Growth and Effectiveness System (PPGES) – Principal and Assistant Principal

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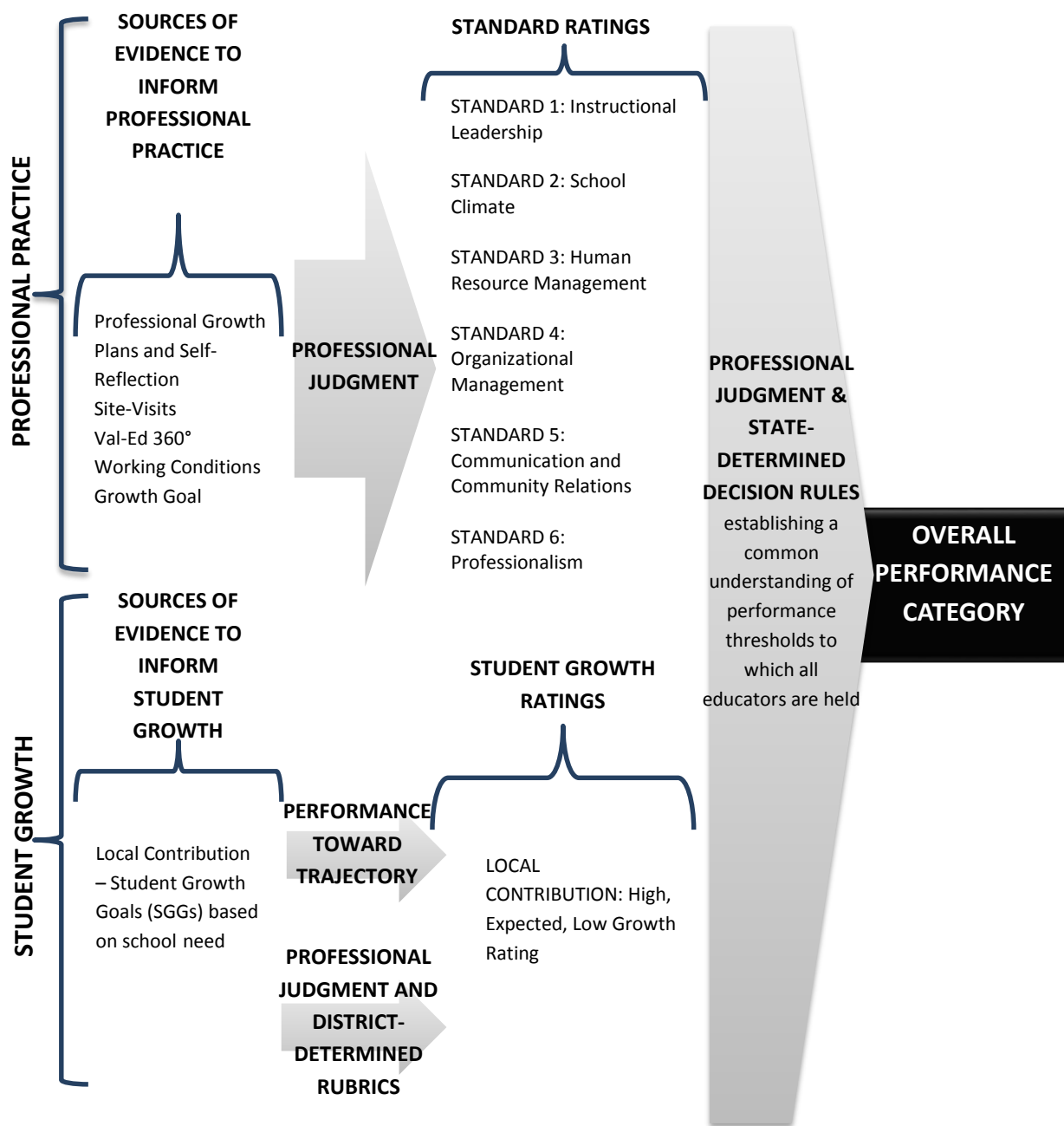
PPGES Roles and Definitions

1. **Administrator:** an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, and is produced in consultation with the evaluator.
6. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
7. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
8. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
9. **Self-Reflection:** Means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.
10. **SMART Criteria:** Acronym used to develop a goal(s) Specific, Measurable, Appropriate, Realistic, and Time-Bound.
11. **Site Visit:** Methods by which Director/Designee may gain insight into whether principals are meeting the performance standards.
12. **Surveys:** Tools used to provide information to principals about perception of job performance.

13. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) as well as key processes (the how).
14. **VAL-ED Point of Contact:** Person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
15. **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.
16. **Working Conditions Goal:** Goal that connects the TELL Kentucky data to the Principal Performance Standards and impacts working conditions within the school building.

PPGES Components – Overview and Summative Model

The following graphic outlines the required summative model for the Principal Professional Growth and Effectiveness System. Evaluators will look for trends and patterns in practice across multiple forms of evidence and apply professional judgment grounded in the Principal Performance Standards when evaluating a principal. The process described on the following pages applies to both Principals and Assistant Principals unless otherwise noted.

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

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

PROFESSIONAL JUDGMENT

STANDARD RATINGS

STANDARD 1: Instructional Leadership

STANDARD 2: School Climate

STANDARD 3: Human Resource Management

STANDARD 4: Organizational Management

STANDARD 5: Communication and Community Relations

STANDARD 6: Professionalism

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

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

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATINGS

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

PROFESSIONAL JUDGMENT & STATE-DETERMINED DECISION RULES
establishing a common understanding of performance thresholds to which all educators are held

OVERALL PERFORMANCE CATEGORY

Kentucky Principal Performance Standards

The Principal Performance Standards are designed to support student achievement. 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. Included in the Performance Standards are Performance Indicators that provide examples of observable behaviors evidencing of each standard. Performance will be rated for each standard according to the 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 standard.

1. Instructional Leadership – 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.
2. School Climate – The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all shareholders.
3. Human Resources Management – The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.
4. Organizational Management – The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.
5. Communication and Community Relations – The principal fosters the success of all students by communicating and collaborating effectively with shareholders.
6. Professionalism – The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

PPGES Summary and Timeline

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

August 1	Division Director and/or designee review expectations of PPGES.
October 30	Principal/Assistant Principal collaboratively develops Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan via self-reflection.
November 30	Division Director and/or designee conducts site visit
Mid-Year	Conference with Principal/Assistant Principal to review/reflect upon all goals and modify any strategies as needed.
Spring	Division Director and/or Designee completes Val-Ed 360, depending on 2 year cycle
March 31	Completion of TELL Survey, depending on 2 year cycle
May 30	Division Director and/or designee conducts a Site Visit
June 15	Summative conference with Principal/Assistant Principal to review their Student Growth Goals, Working Condition Goal, and Professional Growth Goal as well as modify any strategies.

*Additional Conferences may be held as deemed necessary to monitor PGP process.
*All dates are tentative based on the adjustment of the school calendar.

Steps to Overall Performance Rating
1. Complete Self-Reflection
2. Review Val-Ed Results if applicable
3. Develop Professional Growth Plan, Student Growth Goals, and Working Conditions Goal (See Instructions)
   a. Personal Professional Growth Goal is based on Self-Reflection and Val-Ed if applicable
   b. Develop Working Conditions Goal based on most recent TELL Kentucky Survey
   c. Develop first Student Growth Goal to address one goal from KY Tech CDIP
   d. Develop second Local Student Growth Goal based on school need.
4. Division Director and/or designee will conduct two site visits per year and a brief mid-year review submitted by principals with feedback provided by Director/Designee. Additional individual conferences may be required.
5. Using results of Personal Professional Growth, Val-Ed results, Site Visits, Working Conditions Growth Goal, and other sources of evidence, the Director/Designee will assign a rating based on Principal Performance Standards, and then apply decision rules to determine Professional Practices Rating.
6. Using results of the Local Student Growth Goals, Division Director or his/her designee will assign a Student Growth Rating.
7. Division Director or his/her designee will apply the decision rules related to Professional Practice Rating and Student Growth Rating to determine an Overall Performance Category. This rating will also be used to determine next year's growth plan required.

Professional Practice Rating

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

Professional Growth Planning

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including site-visit conferences, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection.

- **Self-reflection** is meant to improve professional practice through careful consideration of the impact of leadership practice. The principal will complete a Professional Growth Plan and send to his/her supervisor for review and approval.
- **VAL-ED 360°** is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal's professional practice rating, as well as identifying possible areas for growth.
  - Val-Ed 360° will be used to develop personal professional development goal in conjunction with self-reflection.
  - Val-Ed 360° will be completed for principals but will not be completed for assistant principals.
  - The Division Director and/or designee will be the point of contact for the Val-Ed 360° survey.
  - The Division Director and/or designee will ensure that results for the Val-Ed 360° will only be available to the identified principal. The Director/Designee will have access and use the results from the survey.

Working Conditions Growth Goal (Goal inherited by Assistant Principal)

Principals, in collaboration with the Director/Designee, are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The Working Conditions Growth Goal shall be added to the School Improvement Plan.

Steps to Completing the Working Conditions Growth Goal
1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards.
3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. A rubric will be completed, by the Principal and Director/Designee that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary.
5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
6. Ongoing reflection and modification of the strategies when needed.
7. Val-ED 360 is used to monitor the Working Conditions Goal and evidence for PGP mid-year review.

Working Conditions Goal Rubric

The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale.

Example: *Exemplary*: Above Accomplished Goal
Accomplished: +/- 10% of increase required to meet Goal
Developing: Baseline set for the Goal
Ineffective: Below the Baseline

At the end of the school year following development of Working Conditions Growth Goal, principals will measure progress toward meeting goal in a manner agreed upon during goal development. Possible methods for determining progress include:

- Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.
- Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.
- The working conditions goal evaluation will be used as a data point in determining overall professional practice rating.

Site-Visits

Site visits are a method by which the evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the evaluator will discuss various aspects of the job with the principal, and determine areas of strength and areas where assistance may be required. Two site visits will be conducted for each principal, one per semester. Newly hired principals' timelines may be adjusted to ensure two site visits are conducted. Formal site visits are not required for assistant principals.

A pre-observation conference will be held between the Principal and evaluator on the day of the visit. The observation will consist of 60-90 minutes.   The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre-conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference.

Site visits shall:
- be applied in a variety of settings;
- provide information on a wide range of contributions made by principals;
- range from observing how a principal interacts with others to observing programs and shadowing the administrator;
- be connected to the Principal Performance Standards.

Products of Practice/Other Sources of Evidence

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

Additional evidence provided in support of principal practice may include items from the following list (not a comprehensive list):
- ☐ Steering Committee Meeting Agenda/Minutes
- ☐ Faculty Meeting Agenda and Minutes
- ☐ Department/Grade Level Agenda and Minutes
- ☐ PLC Meeting Agenda and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Instructional Round/Walk-Through Documentation
- ☐ Budgets
- ☐ EILA/Professional Learning Experience Documentation
- ☐ Surveys
- ☐ Professional Organization Memberships
- ☐ Parent/Community Engagement Surveys
- ☐ Parent/Community Engagement Events Documentation
- ☐ School Schedules

Rating Overall Professional Practice

Criteria for Determining a Principal or Assistant Principals'
Professional Practice Rating

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

Student Growth Rating

The Student Growth measure is comprised of two LOCAL contribution goals. Both Goals are inherited by the Assistant Principal.

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

One Student Growth Goal will be based on the KY Tech district plan. The other goal will be based on school need. The second goal may parallel the first or be completely separate. The principal will collaboratively determine criteria with the Division Director/or designee for setting expectations of Low, Expected and High growth.

Rating Overall Student Growth

The overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. Student growth ratings must include data from a variety of sources. Evaluator will apply the decision rules below to the level of performance (Expected, High, Low) of both of the Local Contributions to arrive at an overall rating for student growth.

During this process, the evaluator and principal will establish parameters for Low, Expected and High growth for the **growth targets** as they relate to the Student Growth Goal.

High	% to be determined by using baseline data
Expected	% to be determined by using baseline data
Low	% to be determined by using baseline data

Determining the Overall Student Growth Rating
The Division Director and/or designee are responsible for determining an Overall Student Growth Rating for each principal at the conclusion of his/her evaluation year.

The following rubric will determine the overall student growth rating:

Criteria for Determining a Principal's Overall Student Growth Goal Rating

LOCAL GROWTH GOAL 1	LOCAL GROWTH GOAL 2	OVERALL RATING
Low	Low	Low
Low	Expected	Expected
Low	High	Expected
High	Low	Expected
Expected	Low	Expected
Expected	Expected	Expected
High	Expected	Expected
Expected	High	Expected
High	High	High

Determining the Overall Performance Category
The Division Director and/or designee are responsible for determining an Overall Performance Category for each principal at the conclusion of his/her evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

Criteria for Determining a Principal's Overall Performance Category and
Professional Growth Plan Requirement

PROFESSIONAL PRACTICE RATING	OVERALL STUDENT GROWTH RATING	OVERALL PERFOMANCE CATEGORY	MINIMUM GROWTH PLAN REQUIRED
Exemplary	High OR Expected	Exemplary	Self-Directed
	Low	Developing	Directed
Accomplished	High	Exemplary	Self-Directed
	Expected	Accomplished	Self-Directed
	Low	Developing	Directed
Developing	High	Accomplished	Self-Directed
	Low OR Expected	Developing	Directed
Ineffective	Low, Expected OR High	Ineffective	Corrective Action Plan

All summative evaluations will be recorded in the state management system. Ineffective rating is equivalent to an *Unsatisfactory* rating.

Appeals

Within five (5) working days of an evaluation, an employee may request reconsideration of the evaluation by the evaluator. Within five (5) working days of the reconsideration, an employee may:

1. Submit a written response to any evaluation which shall be attached to the evaluation; and
2. Submit a written request for reconsideration of any evaluation to the second-line supervisor.

No later than fifteen (15) working days after receipt of the request, the second-line supervisor shall inform the employee and the evaluator in writing the decision after the second-line supervisor has:

1. Obtained written statement from both the employee and evaluator; or
2. Met with the employee and evaluator; and
3. Reviewed the evaluation process according to statutory or regulatory requirements as well as the ratings.

Within thirty (30) days after the employee has received the written decision of the second-line supervisor, the employee may appeal an evaluation to the next level. For area technology centers, this appeal would go to the ombudsman for mediation. If not resolved at this level, the employee may file an appeal with the appointing authority or designee who shall make a final ruling.

KRS 156.828(9) specifically outlines the appeal procedure for the evaluation process and the specific evaluation categories for teachers, administrators, all other certified and equivalent staff statewide and Central Office personnel. KRS 156.828(10) also provides that if an employee receives an overall *Unsatisfactory* (ineffective) evaluation on two (2) successive summative evaluations, the employee shall be (a) demoted or (b) terminated.

APPENDIX

Sample Student Growth Rubric

Structure of the Goal	Acceptable	Needs Revision	Insufficient
The student growth goal:	*The student growth goal:*	*The student growth goal:*	*The student growth goal:*
Focuses on a standards-based enduring skill which students are expected to master	Focuses on a standards-based enduring skill	Focuses on a standards-based skill that does not match enduring skill criteria	Is not standards-based
Identifies an area of need pertaining to current students' abilities	Identifies a specific area of need supported by data for current students	Identifies a specific area of need, but lacks supporting data for current students	Is not focused on a specific area of need
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students	Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students	Includes both a growth target **and** a proficiency target, but fails to differentiate expected performance for one or both targets	Includes only a growth **or** a proficiency target
Uses appropriate measures for base-line, mid-course, and end of year/course data collection	Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed	Uses measures that fail to clearly demonstrate performance for the identified skill	Uses no baseline data **or** uses irrelevant data
Explicitly states year-long/course-long interval of instruction	Specifies a year-long/course-long interval of instruction	Specifies less than a year-long/course-long interval of instruction	Fails to specify an interval of instruction
Rigor of the Goal	*Acceptable*	*Needs Revision*	*Insufficient*
The student growth goal:	*The student growth goal:*	*The student growth goal:*	*The student growth goal:*
Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed	Is congruent and appropriate for grade level/content area standards	Is congruent to content, but not to grade level standards	Is not congruent or appropriate for grade level/content area standards
Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed	Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed	Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed	Identifies measures that do not assess the level of competency intended in the standards
Includes growth and proficiency targets that are challenging for students, but attainable with support	Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable	Includes targets that are achievable, but fail to stretch attainability expectations	Includes targets that do not articulate expectations **AND/OR** targets are not achievable
Comparability of Data	*Acceptable*	*Needs Revision*	*Insufficient*
Data collected for the student growth goal:	*For similar classrooms, data collected for the student growth goal:*		*For similar classrooms, data collected for the student growth goal:*
		n/a	
Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed		Does not reflect common criteria used to determine progress

SUMMATIVE EVALUATION FOR TEACHERS

Directions: Place an "X" on the line next to the appropriate rating for each of the four domains under the overall professional practice and the overall student growth ratings below. Summative ratings will be calculated on the right side. Then place an "X" under the domains that are relevant to the professional growth goal at the bottom of the sheet. Print, review with the teacher, and gather appropriate signatures. Be sure to only mark domain and student growth responses with an "X". Print only after you have reviewed for errors or missing responses. There should be no pink or red displayed on the sheet when complete.

Employee　　　　**Program Area**　　　　**Employee ID**

School Name　　　　**School Year**

Overall Professional Practice | Overall Student Growth | Summative Rating

| Domain 1 Planning and Preparation | Exemplary / Accomplished / Developing / Ineffective/ Unsatisfactory | Domain 3 Instruction | Exemplary / Accomplished / Developing / Ineffective/ Unsatisfactory | Exemplary / Accomplished / Developing / High / Expected / Low | Professional Practice Rating | More Information Needed |

| Domain 2 The Classroom Environment | Exemplary / Accomplished / Developing / Ineffective/ Unsatisfactory | Domain 4 Professional Responsibility | Exemplary / Accomplished / Developing / Ineffective/ Unsatisfactory | | SGG Rating | More Information Needed |

Overall Professional Practice = **Enter Student Growth Rating to the Right**

Overall Rating — More Information Needed

Mark only if Domains 2 or 3 are Ineffective — Developing / Ineffective

Professional Growth Plan　(Place an "X" in all domains that apply)

Domain 1	Domain 2	Domain 3	Domain 4
Planning & Preparation	The Classroom Environment	Instruction	Professional Practice

Teacher:

____ Agree with summative evaluation and waive right of appeal

____ Disagree with summative evaluation, but accept

____ Disagree with summative evaluation, request reconsideration

*By signing this document, I acknowledge I have had the opportunity to submit feedback regarding my performance and have been advised as to measures for improvement.

Signature　　　　**Date**　　　　**Principal Signature**　　　　**Date**

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SUMMATIVE EVALUATION FOR PRINCIPALS

Employee

Employee ID

School Name

School Year

Overall Professional Practice		Overall Student Growth	Summative Rating	
Standard 1	____4-Exemplary	**Standard 4**	____4-Exemplary		**Professional Practice Rating**	____4-Exemplary
Instructional Leadership	____3-Accomplished	**Organizational Management**	____3-Accomplished	____3-High		____3-Accomplished
	____2-Developing		____2-Developing	____2-Expected		____2-Developing
	____1-Ineffective/		____1-Ineffective/	____1-Low		____1-Ineffective/
	Unsatisfactory		Unsatisfactory			Unsatisfactory
Standard 2	____4-Exemplary	**Standard 5**	____4-Exemplary		**SGG Rating**	____3-High
School Climate	____3-Accomplished	**Communication's Community Relation**	____3-Accomplished			____2-Expected
	____2-Developing		____2-Developing			____1-Low
	____1-Ineffective/		____1-Ineffective/			
	Unsatisfactory		Unsatisfactory			
Standard 3	____4-Exemplary	**Standard 6**	____4-Exemplary		**Summative Rating**	____4-Exemplary
Human Resources Management	____3-Accomplished	**Professionalism**	____3-Accomplished		(Refer to page 29 of CEP)	____3-Accomplished
	____2-Developing		____2-Developing			____2-Developing
	____1-Ineffective/		____1-Ineffective/			____1-Ineffective/
	Unsatisfactory		Unsatisfactory			Unsatisfactory
Overall Professional Practice	____4-Exemplary					
(Refer to page 28 of CEP)	____3-Accomplished					
	____2-Developing					
	____1-Ineffective/					
	Unsatisfactory					

Principal:

____ Agree with summative evaluation and waive right of appeal

____ Disagree with summative evaluation, but accept

____ Disagree with summative evaluation, request reconsideration

*By signing this document, I acknowledge I have had the opportunity to submit feedback regarding my performance and have been advised as to measures for improvement.

Principal Signature   **Supervisor Signature**   **Date**