Nelson County Schools Certified Evaluation Plan & Professional Growth and Effectiveness System

Superintendent: Anthony Orr, Ed.D.

Evaluation Contact: Bob Morris
Nelson County Schools
288 Wildcat Lane
Bardstown, KY 40004
(502) 349-7000

Draft

Board Approved

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EVALUATION TOOLBOXES AND ASSURANCES

Nelson County

Evaluation Toolbox
*All the tools needed for
Professional Growth*

Assurance Doc here

TPGES: [Teacher Toolbox](#)

PPGES: [Principal/Assistant Principal Toolbox](#)

OPGES: [Library Media Specialist Toolbox](#)

OPGES: [Guidance Counselor Toolbox](#)

OPGES: [Instructional Coach Toolbox](#)

OPGES: [Therapeutic Specialist Toolbox](#)

OPGES: [School Psychologist Toolbox](#)

GUIDING PRINCIPLES

KRS 156.101 requires the establishment of a program for evaluation of all certified employees. Guided by the vision of the Professional Growth and Effectiveness System (PGES), Nelson County Schools strives to have every student taught by an effective teacher and every school led by an effective principal. To this end, the Evaluation Committee has created the following guiding principles through which the Nelson County Certified Evaluation Plan and Professional Growth and Effectiveness System was created to:

- facilitate professional growth for all staff members.
- promote a culture of continuous improvement throughout the district.
- improve the quality of instruction for all students.
- recognize that assessing effective teaching requires multiple sources of evidence.
- assist certified employees in identifying, developing, and implementing a meaningful professional growth plan.
- evaluate all certified personnel in the school district in a fair and consistent manner based on researched-based standards.
- help identify the strengths and weaknesses of instructional practices for all teachers.
- guide and support personnel decisions.

50-50 COMMITTEE MEMBERS

Bob Morris………………………………..Evaluation Contact

Diana Smith…………………….…………...Administrator

Anne Marie Williams…….…………...………..Administrator

Courtney Newton……...……………………...Administrator

Dana Cull………………………………...….Administrator

Ellen McCauley……………………….………..Teacher

Anne Cox……………………………………….Teacher

Ashley Troutman…..……………………………Teacher

Scott Scheerhorn………………………………..Teacher

- ➢ To facilitate 21st century skills, it is the vision of the 50-50 committee that all evaluation be completed in an electronic format. All Nelson County evaluation documentation shall be completed through the Nelson County Google site. All evaluatees will use the appropriate Google documents and links shared with your administrator and the Director of Student Support (Human Resources).   In the event of unforeseen technical issues, hard copies of approved forms may be used.
- ➢ All documents will utilize an electronic signature identified between two forward slashes. **Example: /John Smith/**
- ➢ Any certified staff and/or District certified personnel not covered in this plan will use the 2012-2013 Nelson County Certified Evaluation Plan.

DEFINITIONS

Artifact: A product of a certified school personnel's work that demonstrates knowledge and skills.

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.

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.

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.

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.

Evaluatee: A certified school personnel who is being evaluated.

Evaluator: The primary evaluator as described in KRS 156.557(5)(c)2.

Formative Evaluation: Is defined by KRS 156.557(1)(a).

Improvement Plan: A plan for improvement up to twelve months in duration for, but not limited to: Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.

Job Category: A group or class of certified school personnel positions with closely related functions.

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.

Local Formative Growth Measures: Is defined by KRS 156.557(1)(b).

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.

Full Observation: When the evaluator conducts an observation for the full class period utilizing the KY Framework for Teaching with the purpose of gathering evidence for the employee's summative evaluation.

Mini Observation: When the evaluator conducts an observation for an abbreviated time during a class period utilizing the KY Framework for Teaching with the purpose of gathering evidence for the employee's on-going evaluation. This is one in a series of observations.

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.

DEFINITIONS

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.

Other Professionals: Certified school personnel, except for teachers, administrators, assistant principals, or principals.

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.

Peer observation: Observation and documentation by trained certified school personnel below the level of principal or assistant principal.

Performance Criteria: The areas, skills, or outcomes on which certified school personnel are evaluated.

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.

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.

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.**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.

Professional Practice: The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.

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.

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

KENTUCKY FRAMEWORK FOR TEACHING

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

Framework for Teaching	**Specialist Frameworks for Other Professionals**
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain. The use of professional judgment based on multiple sources of evidence promotes a holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators also take into account how educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas. All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the KDE approved technology platform. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Self-Reflection and Professional Growth Planning
- Observations conducted by certified supervisor
- Student Voice data
- Student Growth Goals
- Median Student Growth Percentiles (MSGP) *4th-8th Math and ELA teachers only

Local Sources of Evidence

- Professional Learning Logs
- Student Achievement Results from MAP data and Common Assessments
- Locally required products of practice such as: Literacy and/or Math Design Collaborative, and Project-Based Learning

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS
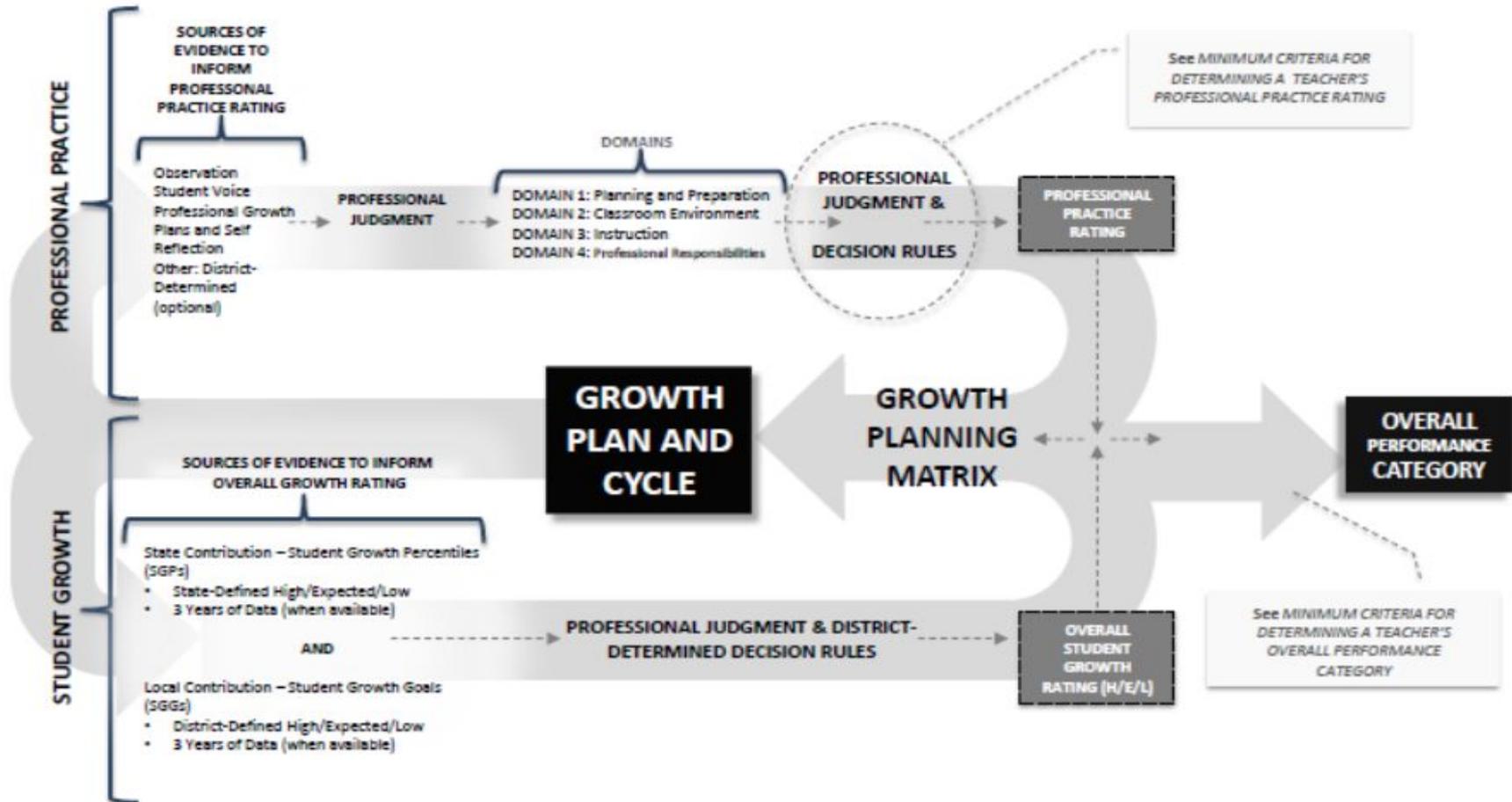
SOURCES OF EVIDENCE & FRAMEWORK FOR TEACHING ALIGNMENT

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

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																							

PGES/OPGES EVALUATION GENERAL TIMELINE

ACTION	DATE
All certified staff shall be **trained on the Certified Evaluation Plan** and the [Kentucky Framework for Teaching](#)	Within 30 calendar days of reporting to work
All certified staff shall **complete Self-Reflection and Professional Growth Plan**	Initial creation no later than October 1st with no less than a midyear and end of year evaluator review and self-reflection
All certified staff shall **create Student Growth Goals**	Initial creation no later than November 1st and must be completed prior to April 20th
All certified staff shall have **observations** by administrators and peers	May begin anytime after staff member has been trained on the Certified Evaluation Plan.
Continue Observations - Peer and Administrator Observations	Throughout the First Semester
Student Voice Surveys completed for grades 3rd-12th (Fall Window)	Before end of First Semester
Mid-Year Review: **Professional Growth Plans reviewed and modified** as appropriate	End of first semester through the beginning of second semester
Continue Observations -Peer and Administrator *Final observation in the cycle must be a *Full Administrator Observation*	Throughout the Second Semester
Completion of Summative Evaluation review of Professional Growth Plan. Superintendent/Human Resources notified of staff recommended for re-employment or non/renewal	No later than April 25th

➢ Late hires and staff on leave my have adjusted timelines and requirements. Evaluation adjustment form must be completed and signed by evaluator and evaluatee. ([APPENDIX B](#))

➢ All KTIP guidelines and procedures will be followed in addition to the elements of the adopted Certified Evaluation Plan. Identical components may be used for both systems and are not required to be duplicated by KTIP participants.

SELF-REFLECTION AND PROFESSIONAL GROWTH

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

- The type of Professional Growth Plan for tenured staff (PGES and OPGES) will be determined by the Professional Growth Planning Matrix. (APPENDIX A).
- All non-tenured staff will complete a One Year Directed Growth Plan.Self-Reflection and Professional Growth Plans will address areas of growth aligned to the Kentucky Framework for Teaching and school/district improvement plans.
- The plan will begin with self-assessment of current growth needs as evidenced by multiple sources of data and consultation with their supervisor.
- Self-Reflections and Professional Growth Plans for all staff and late hires will be completed no later than 30 days after reporting for employment.
- Self-Reflections and Professional Growth Plans will be reviewed no less than three (3) times a year: First Semester, Mid-Year, and Second Semester. Late hire Self-Reflections and Professional Growth Plans review schedules may be adjusted at the discretion of the Superintendent or their designee and documented with Evaluation adjustment form. Staff who do not report for work sixty (60) or more consecutive school days may reduce the observation requirements to a minimum of one (1) full observation and one (1) peer observation. (APPENDIX B)
- PGES participants shall use the Certified Evaluation Plan and their identified "Toolbox" to complete their evaluation.

OBSERVATIONS: ADMINISTRATIVE OBSERVATIONS

Observations are one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer Observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose, therefore, no ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

The 3 & 1 observational model shall be used as a 1 year summative cycle or 3 year summative cycle, based on tenure status and previous observations cycles. All non-tenured staff will be on a 1 year summative cycle. Tenure staff may be on a 1 year summative cycle or 3 year summative cycle as determined by their administrator.

- Observations will be documented in each staff member's Google account using the "Toolbox" form corresponding to their job title. This will be electronically shared, with rights to edit, with their administrator(s) and the Director of Student Support Services.
- Observations may begin anytime after the evaluation training has taken place.
- Late hires and staff on leave my have adjusted timelines and requirements. Evaluation adjustment form must be completed and signed by evaluator and evaluatee. Staff who do not report for work sixty (60) or more consecutive school days may reduce the observation requirements to a minimum of one (1) full observation and one (1) peer observation. (APPENDIX B)
- There will be four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- A peer observation for TGES and OPGES may occur in any year of the observational cycle, but MUST also occur in the final year of the summative cycle.
- The final observation in the cycle must be a full observation conducted by the supervisor.
- TPGES and OPGES participants shall use the observation forms within their corresponding Toolbox.

OBSERVATIONS: 1 YEAR AND 3 YEAR CYCLE

1 Year Summative 3&1 Model
- The minimum requirement for observations shall be three (3) observations by the administrator and one (1) observation shall be from a peer observer.
- The final observation in this cycle must be a full from the administrator.
- The Peer Observation may occur at any time throughout the school year.
- Timelines and number of observations for late hires after October 1st, may be modified and/or reduced as determined by the Superintendent or their designee. Staff who do not report for work sixty (60) or more consecutive school days may reduce the observation requirements to a minimum of one (1) full observation and one (1) peer observation.

3 year summative 3&1 Model
- The minimum requirement for observations shall be three (3) observations shall be by the administrator and one (1) observation shall be from a peer observer.
- The final observation in this cycle shall be a full from the administrator.
- The Peer Observation may occur at any time throughout the school year. It may occur multiple times throughout the three year cycle. It shall occur in the final summative year of the three year cycle.
- Late hires after October 1st may have timelines and number of observations modified and/or reduced as determined by the Superintendent or their designee. Staff who do not report for work sixty (60) or more consecutive school days may reduce the observation requirements to a minimum of one (1) full observation and one (1) peer observation.

OBSERVATIONS: CONFERENCING

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

- Pre-conferencing is optional at the discretion of the supervisor or at teacher request.
- Pre-conferencing may occur electronically or in person.
- An administrator may be require submission of a pre-conferencing form and/or lesson plans.
- If pre-conferencing occurs, it should occur no earlier than 5 working days prior to an observation.
- Post-conferences are required for full, mini, and peer observations, and must occur in persons within five working days of an observation.

OBSERVATIONS: PEER OBSERVATIONS

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

- All Teachers and Other Professionals will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the department approved training once every three years.
- Records of training certificates shall be kept on file a each staff members home school.
- Peer observers will be selected by the evaluator with input from the evaluatee from the pool of certified staff that have completed the state approved Peer Observer Training.
- Peer observers do not have to be certified in the content area they are observing.
- All peer observation documentation will be accessed only by the evaluatee
- Administrator will be responsible for determining coverage for peer observers at the school level if needed.
- It is suggested that pre-conference (if face to face) and post conference should occur during observer's planning or before and after school.
- The Peer Observer shall notify, through email, Principal when process is complete.
- All TPGES and OPGES peer observations will be documented with their category Peer Observer Form linked to their respective Toolbox.

OBSERVATIONS: CERTIFICATION

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation. To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are three sections of the proficiency system for the Framework for Teaching: Observer Training, Scoring Practice, and Proficiency Assessment. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice.

- The District shall ensure all supervisors are certified and maintain records of all observational certifications from the department approved platform. 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, or if they are a late hire, the district will provide additional training in the modules from their Instructional Directors (Elementary, Secondary, or Special Education). The Director or another building level administrator shall conduct observations until they are certified. This will be assigned by the Superintendent or their designee.
- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
- Observer calibration during years two and three of the Observer Certification process based on the district approved platform. The cycle for observation certification is: Year One: Certification, following years Calibration
- Calibration shall consist of a training and assessment through the department approved platform and will occur within 30 days of reporting for work.
- Observers will be rated during calibration: Geen-Demonstrated Accuracy, Yellow-Needs Practice and Support, and Red-Needs Remediation and Monitoring

STUDENT GROWTH: APPLICATION AND CRITERIA

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments: $4^{th} - 8^{th}$ Grade (Reading and Math)
The state contribution is reported as Median Student Growth Percentiles (MSGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

Student Growth Goal Criteria (TPGES, OPGES, Preschool): The SGG is congruent with Kentucky Core Academic Standards and/or National Standards and/ or Kentucky Early Childhood Standards and appropriate for the grade level and content area for which it was developed.

- The SGG will be written in SMART goal format. Specific, Measurable, Attainable, Realistic, and Time-Bound.
- 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.
- All SGGs shall be evaluated for structure, rigor and comparability using the District determined protocol. (APPENDIX C)
- The SGG will be developed by the evaluatee with input from the evaluator. The evaluator will have final approval of all SGGs.
- OPGES may write a program goal (impact goal) from their national or state standards.

This graphic provides a roadmap for determining which teachers receive which contributions.
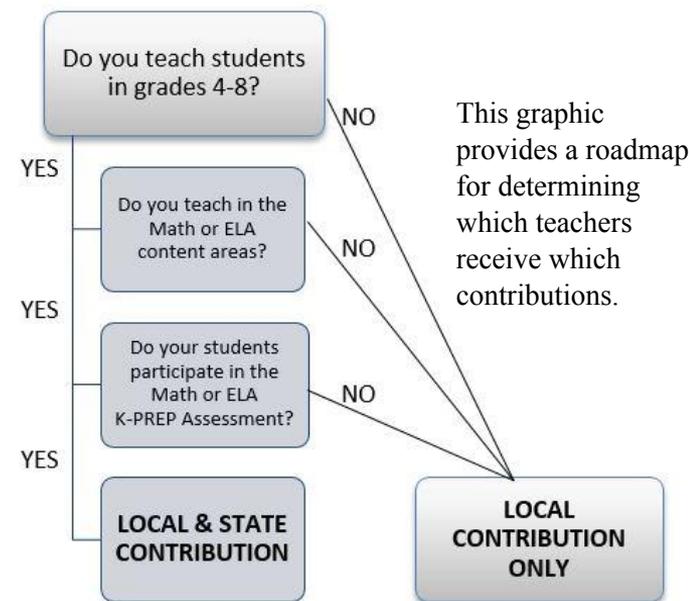
STUDENT GROWTH: CONTRIBUTIONS

State Contribution – **Median Student Growth Percentiles (MSGP) – (Math/ELA, Grades 4-8)**

The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes.

Low – below 30th percentile   Expected – 30th to 65th percentile   High – above 65th percentile

Additionally, trend data (if available) should be considered when determining the Overall Student Growth Rating. Administrators apply the district-developed decision rules for combining up to three years of data within the summative cycle to determine the overall state contribution to student growth.

Local Contribution – **Student Growth Goals (SGG) –All teachers and Other Professionals**

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

Rigor -Congruency to the Kentucky Core Academic Standards.

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

STUDENT GROWTH: SOURCES OF EVIDENCE

Teachers will utilize multiple sources of evidence to measure student growth by implementing one or more choices as collaboratively decided by the teacher and administrator. Sources of evidence will be a combination of use of pre- and post-assessments, and/or running records/repeated measures.

Pre-Test/Post-Test
Teachers may use pre- and post-tests 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 BISD Rigor Rubric for Student Growth.
Existing assessments developed by school based PLCs will be vetted by Principal or designee and teacher leaders using the BISD 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
Teachers 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 evolving learning while the teaching is in progress. The teacher 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.

# STUDENT GROWTH: DETERMINATION OF LOCAL GROWTH

We expect all students to show growth. The charts below provide information on the criteria for the ratings of local growth goal. SGG rubrics must be written such that all students can demonstrate some level of measurable growth beyond baseline.

Growth Target Rating		
LOW	EXPECTED	HIGH
Below 75%	75-89%	90-100%

STUDENT GROWTH: 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
- Multiple years (up to three) of formative evaluation student growth data (when available) will be used as a data point to determine overall Student Growth rating for teachers in collaboration with staff and the evaluators professional judgement. The evaluator will then make the final determination of SGG score using all department identified sources of evidence and their professional judgement.
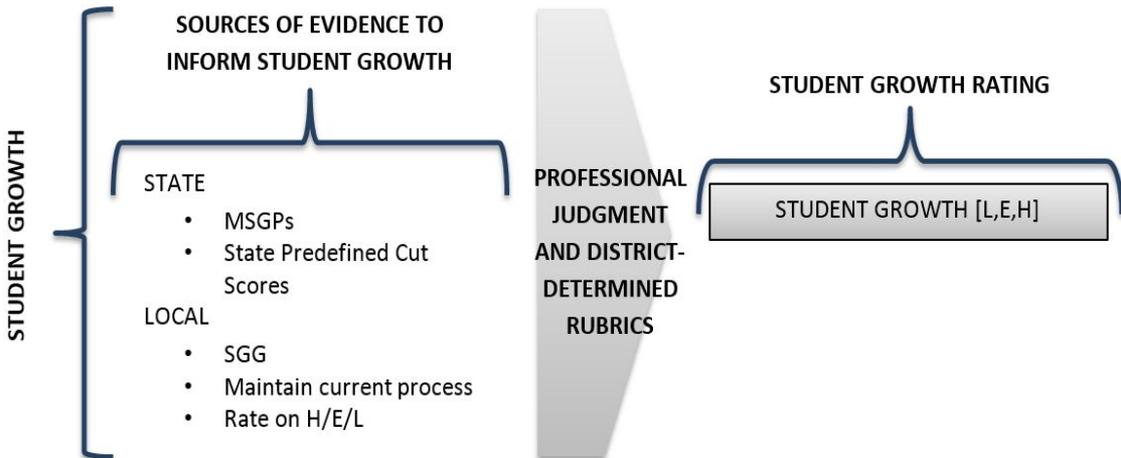
COMBINED STUDENT GROWTH RATING (Applies to teachers of Math/ELA grades 4-8)		
LOCAL SGG RATING	STATE MSGP RATING (provided by the state and applies to teachers of Math/ELA grades 4-8)	OVERALL SGG RATING
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

STUDENT GROWTH: MULTIPLE YEARS OF DATA

Up to three years of student growth data, when available, will be used to determine overall student Growth Rating for teachers. For teachers in their summative year, an average of the multiple years of data will be used to determine the overall student growth rating. Each year's data, up to three, will be averaged together and then the evaluator will use the below Summative Cycle Overall Student Growth Rating Rubric and professional judgement to establish a summative growth rating with multiple years of data.

Example: Teacher A: Year 1 Student Growth Rating = Expected or 2 points
                                             Year 2 Student Growth Rating = High or 3 points
                                             Year 3 Student Growth Rating = Expected or 2 points
                                             Average for three years = 2.3 Using the below rubric, and professional judgment can yield an "Expected" rating.

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

Summative Cycle Overall Student Growth Rating	Numerical Score
Low	1.0-1.49
Expected	1.50-2.49
High	2.5-3.0

➢   The rubric will guide decisions, but the the evaluator will use their professional judgment of the unique context and settings of all student growth goals to determine the final ratings.

STUDENT VOICE

The Student Voice Survey is a confidential, online survey collecting student feedback on specific aspects of the classroom experience and teaching practice. The results for this student survey will be used to inform the teacher's professional practices. The student voice data does not carry a specific weight in the evaluation system, but is to be used as a source of evidence to inform professional practice and a source of data that the evaluator will analyze.

- All 3rd-12th grade teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- OPGES staff that do not have a sufficient roster size to participate in the survey, will not use Student Voice as a sources of evidence to inform professional practice.
- The student voice survey shall be administered to 3rd-12th grade students following a fall administration.
- Teachers must have a minimum of ten (10) students, who have been instructed for a minimum of 15 days, to participate.
- Formative years' data from Student Voice will be used to inform Professional Practice in the summative year.
- Survey data will be considered for professional practice only when there are 10 or more respondents.
- Consistent student participation across the district will be: 3rd-5th grade staff will use their homerooms for survey results, while secondary staff will use their 2nd period class. In the event of planning, co-teaching, or other conflicts, the principal will consult with the staff member and the principal will determine an alternate administration class.
- The Student Voice points of contact for the district shall be the Nelson County Chief Information Officer and Director of Student Support Services.
- The survey shall take place between 7:00am-5:00pm and shall be administered in the school of the student's enrollment.
- All students that participate shall be given the option to opt-out through the Nelson County Student Voice Non-participation Agreement. This form must be sent home with all 3rd-12th students. (APPENDIX D)
- All staff who have user security rights or Student Information System Login as User privileges in Infinite Campus and/or who have Open Database Connectivity (ODBC) access to the Infinite Campus database shall read and sign the Student Voice Survey Staff Confidentiality Agreement. Records of these agreements must be kept at the home school. (APPENDIX E)
- Accommodations for students will be made in accordance within special education guidelines.

## PROFESSIONAL PRACTICE: SOURCES OF EVIDENCE

Sources of Evidence to Inform Professional Practice

Teachers and other professionals 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. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors organize and analyze evidence for each individual educator based on these concrete descriptions of practice. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

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

OPTIONAL
- Other: District-Determined – Must be identified in the CEP
- Other Teacher Evidence/Other Professional

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]
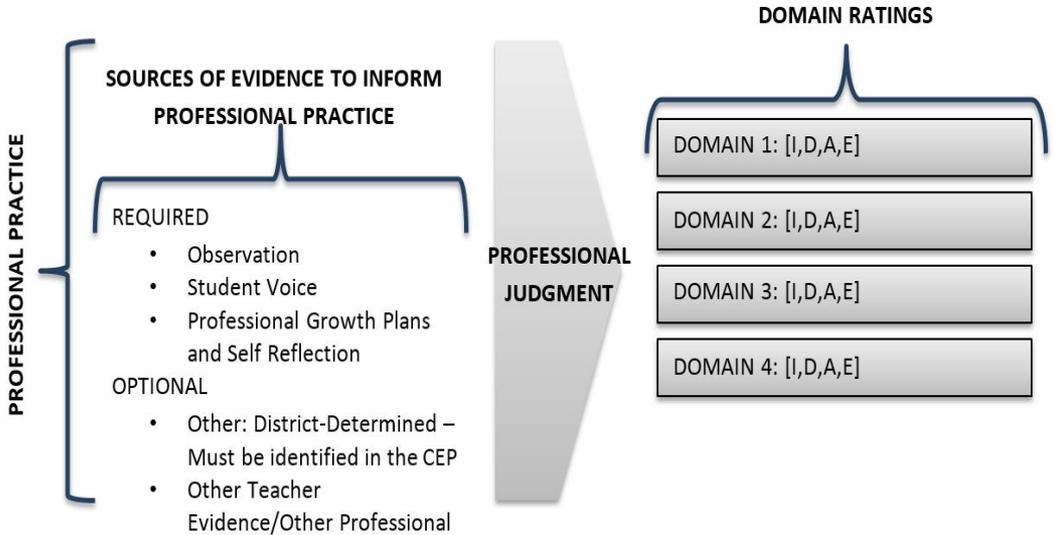
Criteria for Determining a Teacher's Professional Practice

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

RATING OVERALL PERFORMANCE CATEGORY

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

- Determine the individual domain rating through the use of sources of evidence and professional judgment of the evaluator.
- Apply State Decision Rules for the determining of an educator's Professional Practice rating.
- All summative ratings must be recorded in the department-approved technology platform and in the district "Summary of Evidence" form. An example of the form is provided below and can be found in each PGES Toolbox and will be housed electronically in the Nelson County Google site. Electronic copies will be downloaded and stored locally at the end of each school year.
- Any final rating of Ineffective requires the development of an improvement plan. (APPENDIX F)

Criteria for Determining a Teacher or Other Professional's Overall Performance Category

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

Nelson County Summary of Evidence Form

Professional Practice Rating (Ineffective, Developing, Accomplished, Exemplary) and optional **Comments**

Student Growth Rating (Low, Expected, High) and optional **Comments**

Domain 1: Planning and Preparation		Local Contribution Student Growth	
Domain 2: Classroom Environment		State Contribution Student Growth (If 4th-8th or n/a)	
Domain 3: Instruction		**Overall Student Growth Rating**	
Domain 4: Professional Responsibilities			

Overall Rating (Ineffective, Developing, Accomplished, Exemplary) and optional **Comments**

Overall Professional Practice Rating		**Overall Rating**	

Evaluator's Signature _____ Date _____ Evaluatee's Signature _____ Date_____

Principal and Assistant Principal
Professional Growth and Effectiveness System

PPGES: ROLES AND DEFINITIONS

Professional Growth and Effectiveness System – Principal and Assistant Principals

The vision for the Principal Professional Growth and Effectiveness System (PPGES) 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, assistant 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.

3. **Evaluatee:** District/School personnel who is being evaluated.

4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice, using a variety of evidences that reflect student, educator, and school/district data, produced in consultation with the evaluator.

5. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

6. **Leadership Survey:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers.

7. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment. Results may be used to assist in goal setting for improving the learning environment and principal practice.

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

PPGES: MODEL OVERVIEW

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

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE RATING

Site visits
360 survey, (principal only)
Working Conditions Goal
Professional Growth Plans and Self Reflection
Optional: District-Determined

PROFESSIONAL JUDGMENT

STANDARD RATINGS

Standard 1: Instructional Leadership
Standard 2: School Climate
Standard 3: Human Resources Management
Standard 4: Organizational Management
Standard 5: Communication and Community Relations
Standard 6: Professionalism

PROFESSIONAL JUDGEMENT & STATE-DETERMINED DECISION RULES

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

PROFESSIONAL PRACTICE RATING

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH RATING

State Contribution – Next Generation Learners goals
• State-Defined High/Expected/Low
• 3 Years of Data (when available)

AND

Local Contribution – Student Growth Goals (SGGs)
• District-Defined High/Expected/Low
• 3 Years of Data (when available)

PROFESSIONAL JUDGMENT & DISTRICT-DETERMINED DECISION RULES

OVERALL STUDENT GROWTH RATING (H/E/L)

See *CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE CATEGORY*

OVERALL PERFORMANCE CATEGORY

➢ Please note that the Superintendent's professional judgement is a component of each section to rate your overall performance category.

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

PPGES: PRINCIPAL COMPONENTS

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

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

➢ Please note that the Superintendent's professional judgement is a component of each section to rate your overall performance category.
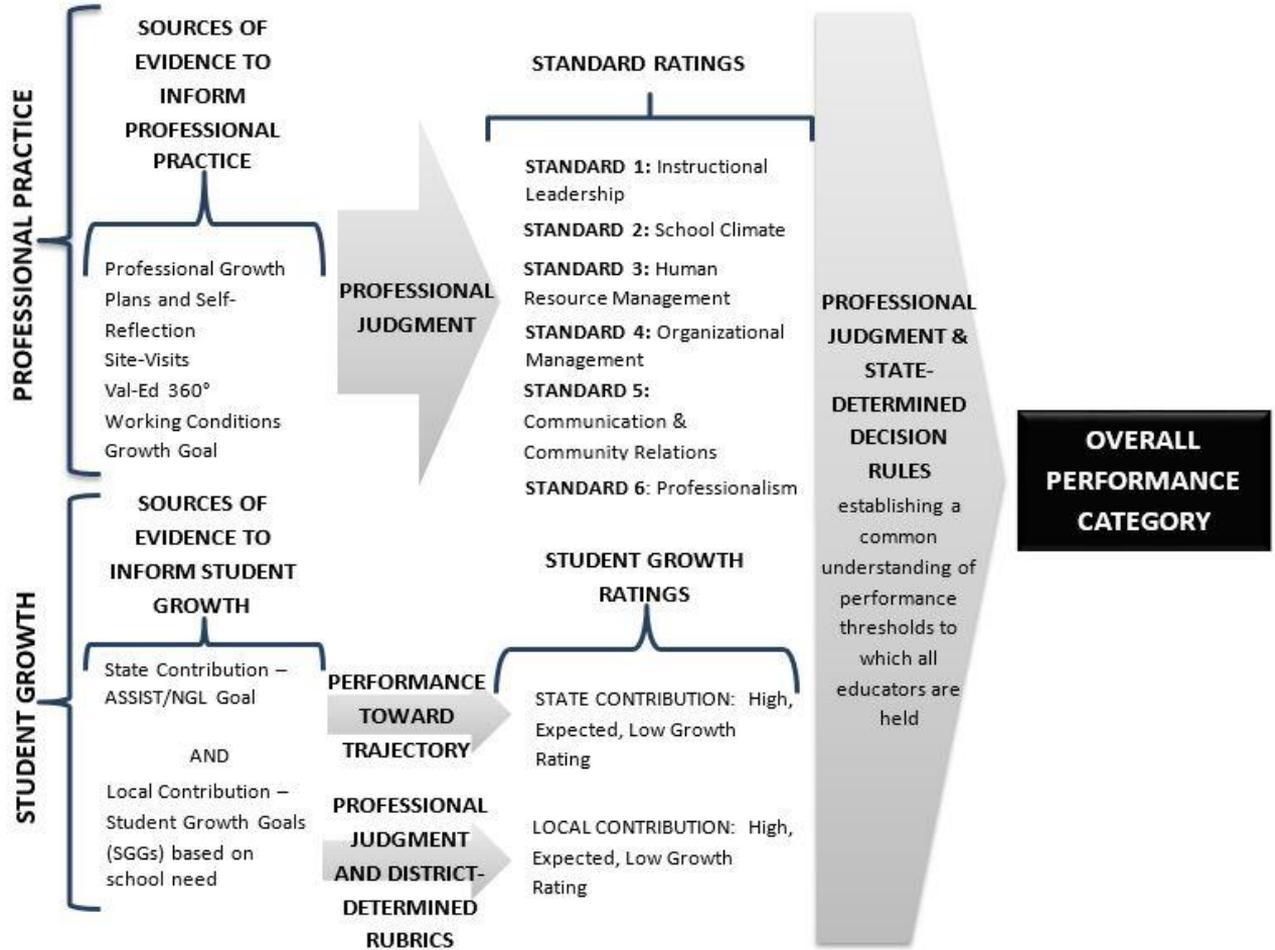
PRINCIPAL PERFORMANCE STANDARDS

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

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

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

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

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

Optional Sources of Evidence
- Other Measures of Student Learning
- Products of Practice
- Other Sources

PPGES: GENERAL TIMELINE FOR EVALUATION

ACTION	DATE
All Principals and Assistant Principals shall be <u>trained on the Certified Evaluation Plan</u> and the Kentucky Framework for Teaching	Within 30 calendar days of reporting to work
All Principals and Assistant Principals shall <u>create a Self-Reflection and Professional Growth Plan</u>	Initial creation no later than October 1st with no less than a midyear and end of year evaluator review and self-reflection
All Principals shall <u>create Student Growth Goals</u> (Assistant Principals will inherit SGGS of the Principal)	Initial creation no later than November 1st and SGG must be completed by April 25
<u>Site Visits</u> (minimum 2 required per year) by Superintendent	May begin anytime after Principal has been trained on the Certified Evaluation Plan Continued throughout 1st semester
Mid-Year Review: <u>Professional Growth Plans reviewed</u> and modified as appropriate	End of first semester/Beginning of Second Semester
<u>Continue Site Visits</u>- by Superintendent	Second Semester
Completion of Summative Evaluation and final review of Professional Growth Plan.	By May 15th

➢ Late hires and staff on leave may have adjusted timelines and requirements. Evaluation adjustment form must be completed and signed by evaluator and evaluatee. (<u>APPENDIX B</u>)

PPGES: SELF-REFLECTION AND GROWTH PLANNING

Self-Reflection and Professional Growth Planning – completed by Principals and Assistant Principals each year.

The Professional Growth Plan and self-reflection will be completed within the first 60 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 principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

- An example of the PPGES Self-Reflection Form can be found below and in the PPGES Toolbox.
- All Principals and Assistant Principals shall complete a self-reflection each year to begin their professional growth plan.
- An example of the PPGES PGP Form can be found below and in the PPGES Toolbox.

Nelson County PPGES Self-Reflection

Directions: Using your self-reflection, additional data, and consultation with the Superintendent, complete the PPGES Professional Growth Plan.

Performance Standard	Self-Assessment	Self-Assessment (Ineffective, Developing, Accomplished, Exemplary)	Strengths and areas for growth
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.		
Standard 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 stakeholders.		
Standard 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.		
Standard 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.		

Nelson County PPGES Professional Growth Plan

Directions: Using your self-reflection, additional data, and consultation with the Superintendent, complete the PPGES Professional Growth Plan.

Principal: _____ School: _____ School Year: _____

Student Growth Goal (Local):	Comments for Initial Approval:
Student Growth Goal (State):	Comments for Midyear Review:
Working Conditions Goal:	
Professional Goal:	Comments for End of Year Review:

Principal Signature _____ Date _____ Superintendent's Signature _____ Date_____

PPGES: PROFESSIONAL GROWTH GOAL

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

- The VAL-ED 360° survey shall be administered twice during the school years that the TELL Kentucky Survey is not administered.
- The Point of Contact for VAL-ED 360° shall be the Director of Student Support.
- The first administration of VAL-ED 360° shall take place within the first 30 days of school and the second administration shall take place in the Spring Semester before May 15th.
- The Principal, Superintendent, Directors of Secondary and Elementary, and District Point of Contact shall have access to the survey data.
- Late hires and staff on leave my have adjusted timelines and requirements. Evaluation adjustment form must be completed and signed by evaluator and evaluatee. (APPENDIX B)
- The VAL-ED 360° survey results will be used to develop your Professional Growth Goals. The survey will provide a matrix integrated summary of your relative strengths and areas for growth based on the mean item scores for the intersection of Core Components by Key Processes across the three respondent groups. Green represents areas that are "proficient", Yellow represents areas that are "basic", and Red represents areas that are "below basic".

VANDERBILT ASSESSMENT of LEADERSHIP in EDUCATION™

Core Components	Key Processes					
	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High Standards for Student Learning	4.07	3.93	3.98	3.45	4.35	4.20
Rigorous Curriculum	3.29	3.53	3.68	3.86	3.38	3.89
Quality Instruction	3.38	4.05	3.92	3.65	3.92	4.37
Culture of Learning & Professional Behavior	4.45	4.57	4.07	4.19	4.40	3.92
Connections to External Communities	3.67	3.50	3.58	3.67	3.82	3.49
Performance Accountability	3.79	4.06	4.42	4.10	4.18	4.32

PPGES: WORKING CONDITIONS GOAL

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

- This goal will be inherited by Assistant Principals.
- This will be a minimum of one two-year goal as directed by the Superintendent.
- This goal will be developed using the school working conditions based on the TELL Kentucky Survey.
- The results can be found at TELL Kentucky. The most recent data must be used to create your Working Conditions Growth Goal.
- This goal will be approved by the Superintendent with the PGP and reviewed midyear.
- The evidence of the working conditions goal will be documents in the PPGES Toolkit.
- 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 Supervisor.
- 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

PPGES: PRODUCTS OF PRACTICE/OTHER SOURCES OF EVIDENCE

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.
Other sources of evidence include:

- SBDM Minutes
- Faculty Meeting Agenda and Minutes
- Department/ Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/ Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/ Community engagement surveys
- Parent/ Community engagement events documentation
- School Schedules
- Other
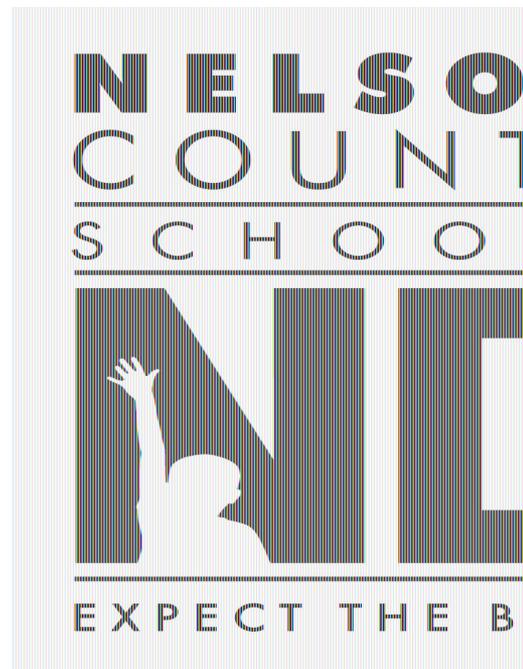
PPGES: STUDENT GROWTH-STATE AND LOCAL

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, if no state data principal will have two local goals. **At least one of the Student Growth Goals set by the principal must address GAP populations.** Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

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

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

- 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 goal statements are already set by KBE with a 2017 trajectory. The principal will then collaborate with the superintendent (or designee) to determine what percentage of the overall trajectory will be targeted for student growth during the current school year. The principal and superintendent (or 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 supervisor to determine interim trajectory goals.

Local Contribution - Based on School Need (Goal inherited by Assistant Principals)

- 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 his/her supervisor. The process to develop the local goal includes:
  - Determining Needs (State assessment data, universal screening data, national testing 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

PPGES: RATING STUDENT GROWTH

Overall Student Growth Rating results from a combination of professional judgment and the district- developed instrument. The below rubric 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. The following rubric, with evaluator professional judgement, will be used to determining high, expected, low growth for PPGES Student Growth Goals.

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

+

NON-GAP GOAL RUBRIC (Cannot be used for both State and Local Goal)		
Low	**Expected**	**High**
No forward progress or progress declines	Meets goal or forward progress toward goal; and/or Classification as a Proficient or Distinguished School	Exceeds achievement goal; and/or Categorized as a School of Distinction

=

Principal and Assistant Principal Combined Student Growth Rating		
Local SGG Rating	**State ASSIST/NGL Goal Rating**	**Overall Student Growth Rating**
High	High	High
	Expected	High
	Low	Expected
Expected	High	High
	Expected	Expected
	Low	Expected
Low	High	Expected
	Expected	Expected
	Low	Low

➢ While rubric will guide decisions, the the evaluator will use their professional judgment of the unique school context and settings for all student growth goals to determine the final ratings.

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STATE
- ASSIST/NGL Goal

LOCAL
- Based on school need

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATING
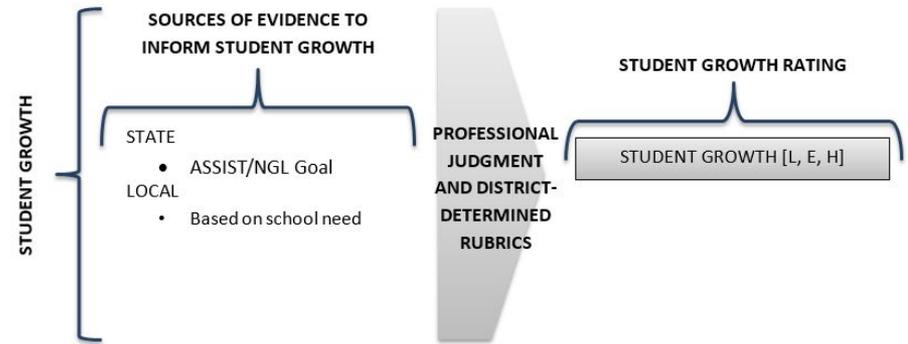
STUDENT GROWTH [L, E, H]

PPGES: STUDENT GROWTH AND MULTIPLE YEARS OF DATA

Up to three years of student growth data, when available, will be used to determine overall student Growth Rating for teachers. Each year's data, up to three, will be averaged together and then the evaluator will use the below Summative Cycle Overall Student Growth Rating Rubric and professional judgement to establish a summative growth rating with multiple years of data.

Example: Principal A: Year 1 Student Growth Rating = Expected or 2 points
Year 2 Student Growth Rating = High or 3 points
Year 3 Student Growth Rating = Expected or 2 points
Average for three years = 2.3 Using the below rubric, and professional judgment can yield an "Expected" rating.

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

Summative Cycle Overall Student Growth Rating	Numerical Score
Low	1.0-1.49
Expected	1.50-2.49
High	2.5-3.0

➢   The rubric will guide decisions, but the the evaluator will use their professional judgment of the unique school context and settings for all student growth goals to determine the final ratings.

PPGES: SITE VISITS

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

- Site-visits shall be conducted at least twice during the instructional year.
- Formal site-visits are not required for the assistant principal.
- During the post visit conference professional growth plan progress, evidence toward Principal.
- Performance Standards, which are connected to site-visit expectations, 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.
- All site visits will be recorded in the PPGES Toolbox Site Visit Forms. An example is below.

PPGES: DETERMINING PROFESSIONAL PRACTICE RATING

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

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

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

| CRITERIA FOR DETERMINING A PRINCIPAL OR OTHER BUILDING LEVEL ADMINISTRATORS 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

PPGES: DETERMINING THE OVERALL PERFORMANCE CATEGORY

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

PRINCIPAL AND OTHER BULDING 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

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

Two Year Cycle of the PPGES
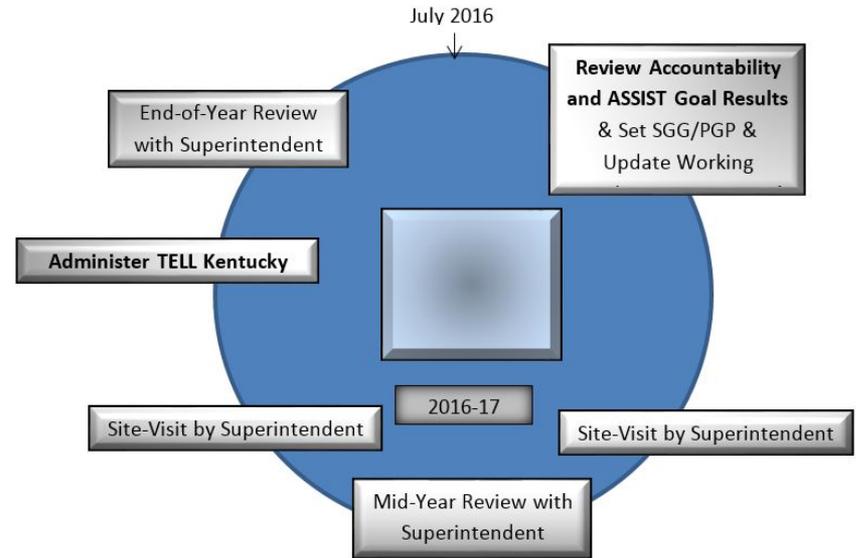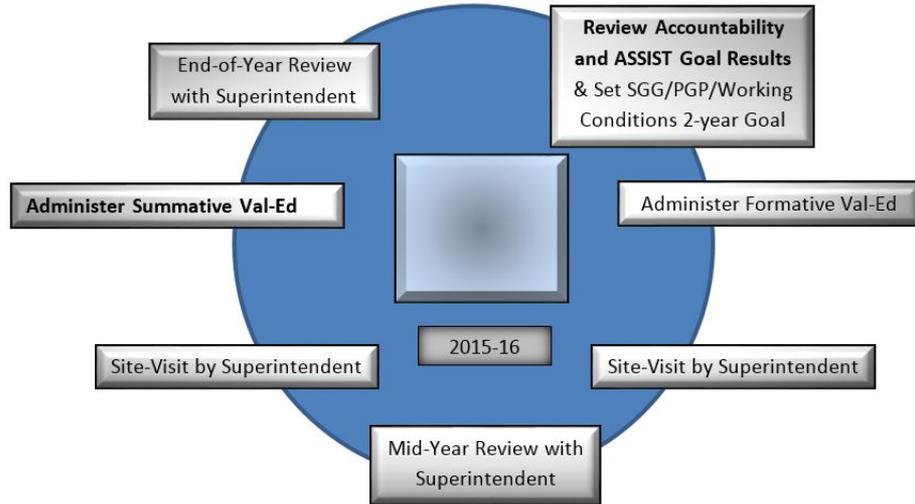
PPGES: PROFESSIONAL GROWTH PLAN MATRIX

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

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

ACCOMPLISHED

DEVELOPING

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

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

INEFFECTIVE

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

LOW   EXPECTED   HIGH

STUDENT GROWTH GOAL RATING

Nelson County Certified Evaluation Plan
APPENDICES

APPENDIX A: PROFESSIONAL GROWTH AND PLANNING MATRIX

Professional Growth Planning Matrix

Directions: TPGES and OPGES will use the following matrix to determine which type of plan you will create this year. Your plan will be based on a combination of your previous year's professional practice rating and student growth rating. If either or both ratings of these ratings is not available, it will be a supervisor's determination which professional growth plan shall be used.

		LOW	EXPECTED	HIGH
PROFESIONAL PRACTICE RATING	**EXEMPLARY**	**THREE-YEAR SELF-DIRECTED CYCLE** • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually	**THREE-YEAR SELF-DIRECTED CYCLE** • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3.	
	ACCOMPLISHED			
	DEVELOPING	**ONE-YEAR DIRECTED CYCLE** • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan	**THREE-YEAR SELF-DIRECTED CYCLE** • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Formative Review annually.	**THREE-YEAR SELF-DIRECTED CYCLE** • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually
	INEFFECTIVE	**UP TO 12-MONTH IMPROVEMENT PLAN** • Goal Determined by evaluator • Focus on low performance area • Summative at end of plan	**ONE-YEAR DIRECTED GROWTH PLAN** • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan	

TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS

STUDENT GROWTH RATING

APPENDIX B: EVALUATION PLAN ADJUSTMENT FORM

Employee Name		Work Location		Position	
Reason for Adjustment					

Detail below the specific changes and rationale for the evaluation plan adjustments made due to shortened timelines. This will apply to late hires, leave of absence, or any other situation where the employee will started after Oct. 1st or missed more than 60 consecutive days.

Evaluatee's Signature: Date:

Evaluator's Signature: Date:

APPENDIX C: STUDENT GROWTH GOAL STRUCTURE, RIGOR, and COMPARABILITY PROTOCOL

	The structure of the goal is *acceptable* if it . . .	The structure of the goal *needs revision* if it. . .
Follows the S.M.A.R.T. goal format (Specific, Measurable, Appropriate, Realistic, Time-Bound) Focuses on a standards-based skill which students are expected to master Identifies an area of need pertaining to current students' abilities Includes growth and proficiency targets that establish and differentiate expected performance for ALL students Identifies appropriate measure(s) allowing for consistent and comparable baseline, mid-course, and end-of-year/course data collection Explicitly states year-long/course-long interval of instruction	Includes all elements of the S.M.A.R.T. goal format Focuses on a standards-based skill Identifies a specific area of need Includes a growth target that establishes a growth target for ALL students **and** a proficiency target that establishes the mastery expectation for students Identifies measure(s) for collecting baseline, mid-course, and end-of-year/course data that matches the skill being assessed Specifies a year-long/course-long interval of instruction	Does not include all elements of or fails to follow S.M.A.R.T. goal format Contains a skill that is not standards-based or does not match skill criteria Does not identify a specific area of need or the area of need is not related to the skill Is missing one of the targets or fails to differentiate expected performance for one or both targets Fails to identify a measure for data collection, or the measure is not well-matched to the skill being assessed Fails to specify an interval of instruction, or the interval is less than year-long/course-long
Requirements:	The rigor of the goal is *acceptable* if . . .	The rigor of the goal *needs revision* if . . .
It is congruent to KCAS grade level standards for which it was developed Baseline/pre-assessment and other data justify the selection of the skill and specific area of need Baseline/pre-assessment and other data justify the selection of the growth and proficiency targets The growth and proficiency targets are challenging for students, but attainable with support 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	It is congruent and appropriate for grade level/content area standards Selection of the skill and specific area of need is supported by multiple data sources for current students Selection of the growth and proficiency targets is supported by multiple data sources for current students The growth and proficiency targets are doable, but stretch the outer bounds of what is attainable The identified measures allow students to demonstrate their competency in performing at the level intended in the standards being assessed	It is congruent to content but not to grade level standards, or it is not congruent Selection of the skill and specific area of need is supported by aone data source for current students, or no data was used Selection of the growth and proficiency targets is supported by one data source for current students, or no data was used The growth and proficiency targets are not achievable, or the targets are achievable but fail to stretch attainability expectations The identified measures only allow students to demonstrate competency of a portion or none of the aspects of the standards being assessed
Requirements:	The comparability of the goal is *acceptable* if . . .	The comparability of the goal *needs revision* if . . .
Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards skills	It reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed	It does not reflect common criteria used to determine progress

NELSON COUNTY STUDENT VOICE SURVEY
NON-PARTICIPATION AGREEMENT

Dear Parent or Guardian,

During _____school year, your child will have the opportunity to complete a survey at school called the Kentucky Student Voice Survey. This confidential survey allows students the opportunity to give feedback on specific aspects of his or her classroom experience. The purpose of this survey is to provide valuable information for educators who are working to improve classroom and learning conditions as well as how they teach as part of the Professional Growth and Effectiveness System. Thank you for allowing your child to participate in this important survey. The survey will be conducted during school hours only. If you DO NOT want your child to take this survey, please sign and return this form to your child's school by _____.

Again, please only return this form only if you **DO NOT** want your child to participate.

_____   _____
student name (please print)   student's teacher name

_____   _____
parent signature   date

APPENDIX E: STUDENT VOICE CONFIDENTIALITY AGREEMENT

NELSON COUNTY STUDENT VOICE SURVEY TEACHER CONFIDENTIALITY AGREEMENT

This confidentiality agreement must be signed by the following: 1) employees who have user security rights or Student Information System – LogIn as User privileges in Infinite Campus 2) employees who have Open Database Connectivity (ODBC) access to the Infinite Campus database As part of the Professional Growth and Effectiveness System, students will take the Student Voice Survey in the student portal of Infinite Campus in school calendar year 2014-15. The Student Voice Survey is a CONFIDENTIAL online survey. During the survey, students will be asked questions about a teacher and conditions in the classroom. All employees who would potentially have access to the results of the Student Voice Survey must sign this confidentiality agreement. Confidentiality agreement: I am aware that all responses and data from the Student Voice Survey are confidential information.

I affirm that I will not share individual student survey responses, teacher results or any other information from the Student Voice Survey with anyone by any form of communication. Violation of this Confidentiality Agreement may result in disciplinary action, up to and including termination of my employment.

_____   _____

Signature   Date

_____   _____

Print Name   Title

APPENDIX F: IMPROVEMENT/ACTION PLAN

NELSON COUNTY INDIVIDUAL IMPROVEMENT PLAN

Standard or Domain/Component	
Improvement Objective/Goal(s) (Describe the desired outcomes)	
Procedures and Activities for Achieving Goals and Objectives	
Appraisal Method and Target Dates	

Individual Corrective Action Plan Developed:
Evaluatee's Signature   Date
Evaluatee's Signature   Date

End of year Status: (Achieved Revised Continued)
Evaluatee's Signature   Date
Evaluatee's Signature   Date