

# ROWAN COUNTY

## Certified Evaluation Plan

### Certified Evaluation Committee

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Rhonda Blevins	Teacher	Rodburn Elementary
Britt Bush	Teacher	Tilden Hogge Elementary
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## **District Professional Growth and Effectiveness Plan**

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

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

### **Roles and Definitions**

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:**
6. **Evaluatee:** Certified school personnel being evaluated.
7. **Evaluator:** the primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** defined by KRS 156.557(1)(a).
9. **Improvement Plan:** a plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice.
  - b. Principals who are rated ineffective in professional practice.
10. **Job Category:** means a group or class of certified school personnel positions with closely related functions.
11. **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.
12. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
13. **Observer:** the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
14. **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals.
15. **Performance Criteria:** the areas, skills, or outcomes on which certified school personnel are evaluated.
16. **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.

17. **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.
18. **District 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.
19. **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.
20. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
21. **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.
22. **Sources of Evidence:** the multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 [8 and 10] of this administrative regulation.
23. **Summative Evaluation:** defined by KRS 156.557(1)(d).
24. **Teacher:** a certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

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

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

#### **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

#### **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school

improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

**Required Sources of Evidence**

- Professional Growth Planning
- Observation

**Local District Decision**

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

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

## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FFT)	Domain	Planning & Preparation					Classroom Environment			Instruction			Professional Responsibilities									
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Environment 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
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)					Observation										Evidence (pre and post conferences)					
	Professional Growth	Professional Growth Planning																				

### **Professional Practice**

The district will utilize self-reflection and development of Professional Growth Plan to allow teachers to reflect on their professional practice in order to identify weaknesses and develop a plan to address the area(s) of need.

To facilitate this process, the district will implement the use of the Professional Growth Plan template. This template will be provided to all teachers in order to document development and specific feedback from the building principal. The teacher and principal will work collaboratively to identify area(s) of need, as well as specific professional activities to improve performance. This document will be approved, signed, and dated by the evaluator with a copy provided to the evaluatee. The documentation will be collected and provided to the district evaluation coordinator. Monitoring of the evaluatees' progress in meeting identified goals will be on going and documented in the principal's evaluation spreadsheet. All completed summative evaluation documentation will be provided to the district to be filed in personnel folders.

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

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.

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

#### **Required**

- ♦ All teachers and Other Professionals will participate in professional growth planning each year.

#### **Timeline and Monitoring for Professional Growth Planning Teachers and Other Professionals...**

- will complete their professional growth goal and action plan (PGP), and receive principal approval by the 45<sup>th</sup> day of school (or within window a 45 day window if hired during the school year).
- should update their implementation plan and strategies around their PGP as necessary  
Modifications to the PGP shall be reviewed and approved by the supervisor.

Support and guidance around PGPs will be determined by the below chart following summative ratings.

## **Observation**

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

**KTIP Teacher observations will be conducted according to criteria set forth by EPSB.**

## **Observation Model**

The observation model must fulfill the following minimum criteria:

### **Required**

- ♦ Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- ♦ The required peer observation must occur in the final year of the summative cycle.
- ♦ Final observation is conducted by the supervisor and is a full observation.
- ♦ Supervisors may choose to record observation data using one of the following methods
  - Observation data is recorded in the State Approved Technology Platform
  - Observation data is recorded in district approved data tool.

## **Observation Schedule**

- ♦ Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

**Observation Schedule: Determined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS and OTHER PROFESSIONALS**

### **One Year Educator Plan Schedule**

**First Semester Observation Schedule:** Two observations will be conducted in the first semester (may begin after the evaluation training takes place within the first 30 days of reporting for employment and completed by December 20<sup>th</sup>)

**Options for first semester observations:**

- Must have one supervisor observation (mini or full)
- The other observation may be a supervisor observation (mini or full) or a peer observation

**Second Semester Observation Schedule:** The final two observations will be conducted from January 1st and prior to the state testing window.

**Options for second semester observations**

- The first observation may be a supervisor observation (mini or full) or a peer observation. This will be dependent upon if the peer occurs in the fall window or not.
- Final observation must be a full observation conducted by the supervisor.



**Three Year Educator Plan Schedule** (as defined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS and OTHER PROFESSIONALS).

The observation schedule for teachers on a three-year summative cycle may follow either of the following options:

- Observations may begin after the evaluation training takes place within the first 30 calendar days of reporting for employment
- It is recommended that the observation schedule follows (AT MINIMUM)
  - One formal observation (mini or full) by supervisor in year one
  - One formal observation (mini or full) by supervisor in year 2
  - One Peer Observation in year 3 (Must occur before the supervisor's final observation)
  - One formal observation (full) by supervisor in prior to April 15<sup>th</sup>.
- The summative evaluation conference shall be held by April 15<sup>th</sup>.

**LATE HIRES/ABSENTEEISM**

Any one year cycle teacher hired before the 60<sup>th</sup> day of instruction will have all observations conducted. Please see observation schedule in above section.

A Supervisor may eliminate one of the required observations on a teacher hired after the 60<sup>th</sup> day of instruction.

If a teacher misses 60 consecutive school days throughout the year then the supervisor may eliminate one of the required observations.

Any teacher hired that will be placed directly into a three year cycle must meet observation schedule outlined in previous section of Three Year Educator Plan Schedule

**Observation Conferencing**

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

**Required**

- Prior to all announced observations, a pre-observation lesson plan and pre-observation conference form will be submitted, at least the day prior to the scheduled observation, to the supervisor or peer observer at least one day prior to the observation . Appendix: Pre-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.
- Post-conferences must be face to face and must take place within 5 working days of each observation.
- Conduct observation post-conference within five working days following each observation.
- Post-conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. Appendix: Post-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.
- Post-observation conferencing, after a mini observation, may target particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle (by April 15<sup>th</sup>).

### **Observer Certification**

All administrators serving as a primary evaluator must complete the District Certified Evaluation Training annually prior to conducting observations for the purpose of evaluation. Administrators that require initial training will complete the Kentucky Association of School Administrators Initial Evaluator Training prior to conducting observations for summative evaluations.

To ensure consistency of observations, evaluators must demonstrate Proficiency utilizing the district observation form, as well as an understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation.

- ♦ Only supervisors who have demonstrated proficiency of the District Evaluation Training can conduct full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the training or if the supervisor does not demonstrate proficiency, the district will provide the following supports:
- ♦ Designated staff will conduct additional, targeted training to the identified supervisor to establish understanding of the district observation process, documents, and the Kentucky Framework for Teaching.

Teachers will have access to certified observers for observations and feedback in cases where their immediate supervisor is not certified through the proficiency system and therefore unable to conduct the observation. District-level personnel or principals from another building (certified through the District Evaluation Training) and designated by the superintendent, will conduct the observation with the principal, modeling the process and providing mentorship of the proficiency system for the supervisor). Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances).

### **Annual Observer Certification**

As certified observers may tend to experience “drift” in rating accuracy, the district will complete training annually to ensure ongoing accuracy in scoring teaching practice.

#### **Required**

- ♦ All building level supervisors must complete District Evaluation Training by September 1 each year. Successful completion of calibration is determined by obtaining a score of Demonstrated Accuracy

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

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

#### **Required**

- ♦ observations conducted by certified supervisor observer(s)
- ♦ professional growth plans/peer observations

#### ***Other Products of Practice may include, but are not limited to***

- ☐ Conference Agendas and Minutes
- ☐ Department/Grade Level Agendas and Minutes
- ☐ PLC Agendas and Minutes
- ☐ Leadership Team Agendas and Minutes
- ☐ Professional Learning experience documentation
- ☐ Surveys
- ☐ Professional Organization memberships
- ☐ Parent/Community engagement surveys
- ☐ Parent/Community engagement events documentation
- ☐ Classroom Schedules
- ☐ Others:

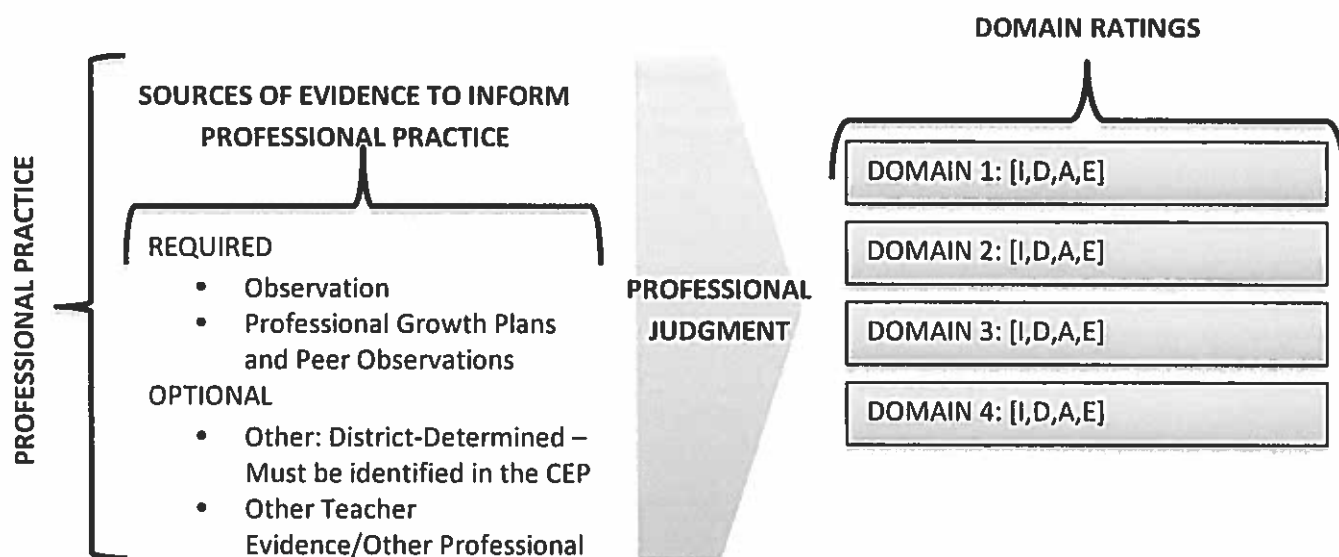
### **Rating Professional Practice**

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.

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.

### Required

- ♦ Provide a summative rating for each domain based on evidence.
- ♦ All ratings must be recorded in the department-approved technology platform.



### **Determining the Overall Performance Category**

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

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

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

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

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

### **Overall Performance Category**

#### **Required**

Apply State Overall Decision Rules for determining educator's Overall Performance Category.

- ♦ Implement the Overall Performance Category process for determining effectiveness.
- ♦ All ratings must be recorded in the district-approved format.

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

<b>PROFESSIONAL PRACTICE RATING</b>	<b>OVERALL PERFORMANCE CATEGORY</b>
<b>EXEMPLARY</b>	<b>EXEMPLARY</b>
	<b>DEVELOPING</b>
<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>
	<b>ACCOMPLISHED</b>
	<b>DEVELOPING</b>
<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>
	<b>DEVELOPING</b>
<b>INEFFECTIVE</b>	<b>INEFFECTIVE</b>

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

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

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS			
PROFESSIONAL PRACTICE	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN	
	ACCOMPLISHED	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN	
	DEVELOPING	ONE-YEAR CYCLE DIRECTED GROWTH PLAN	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN
INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN	ONE YEAR DIRECTED GROWTH PLAN	

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



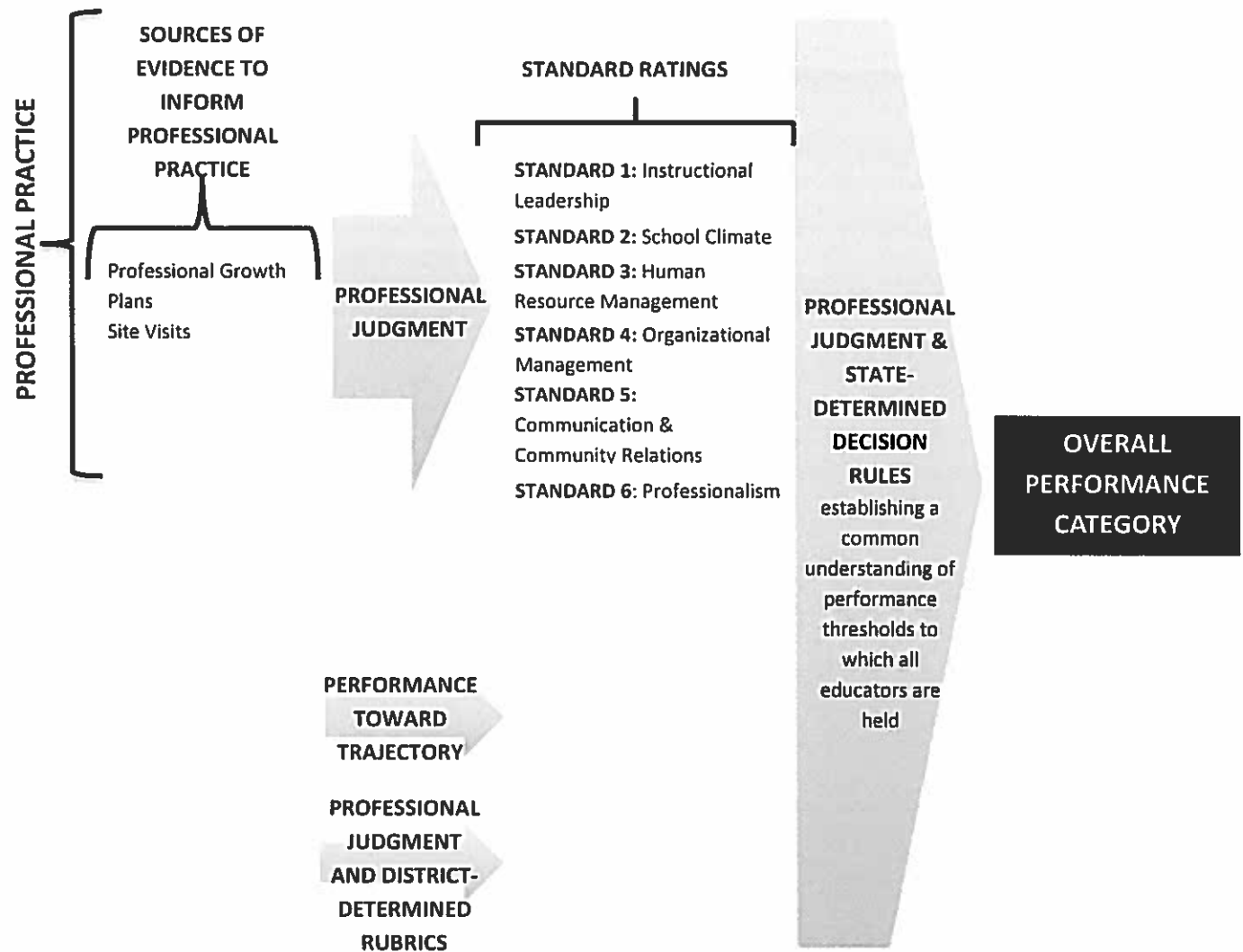
## SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST. PRINCIPAL ALIGNMENT

STANDARDS		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
		<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
SOURCES OF EVIDENCE To inform Professional Practice	Site Visits	Observation; District Identified Evidence (conference)	Observation		District Identified Evidence (conference)		
	Professional Growth	Professional Growth Planning and Self-Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism

## **Principal Professional Growth and Effectiveness System Components**

### **Overview and Summative Model**

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



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

## **Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is 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
- ♦ Site-Visits

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

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

## **Professional Practice**

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

## **Professional Growth Planning**

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

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

### **Required:**

- ♦ All principals will participate in professional growth planning each year.
- ♦ All assistant principals will participate in self-reflection and professional growth planning each year.
- ✓ Principals and Assistant Principals will submit their Professional Growth Goal and Professional Growth Plan within 45 working days of reporting to work.
- ✓ Late hires will be addressed using the same timelines stated above.
- ✓ Principal and Assistant principals will submit their professional growth plan using a district approved form to the superintendent/designee.
- ✓ At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.
- ✓ It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal.

### **Site-Visits**

**Completed by supervisor of principal – *formal site visits are not required for assistant principals***

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

**Required:**

- ♦ **Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)**
- ✓ **One site visit must occur prior to December 31<sup>st</sup>. The second site visit must occur between January first and the end of the school year.**
- ✓ **Following each site visit a post observation conference must be conducted within five working days. During this post conference the following topics must be addressed if available**
  - **PGP Progress**
  - **Evidences relevant to the 6 principal standards**
- ✓ **Any administrator hired after January first will only be required to have one formal site visit completed.**
- ✓ **Evidences from site visit will be recorded using district approved forms/documents. All documentation will be housed at the district level with summative evaluation data placed in personnel files.**

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

- ✓ **Faculty Meeting Agendas and Minutes**
- ✓ **Department/Grade Level Agendas and Minutes**
- ✓ **PLC Agendas and Minutes**
- ✓ **Leadership Team Agendas and Minutes**
- ✓ **Instructional Round/Walk-through documentation**
- ✓ **Budgets**
- ✓ **EILA/Professional Learning experience documentation**
- ✓ **Surveys**
- ✓ **Professional Organization memberships**
- ✓ **Parent/Community engagement surveys**
- ✓ **Parent/Community engagement events documentation**

- ✓ School schedules
- ✓ School web pages
- ✓ School Plans, assist, program reviews
- ✓ State Assessment data
- ✓ Local benchmark data
- ✓ Additional sources deemed relevant

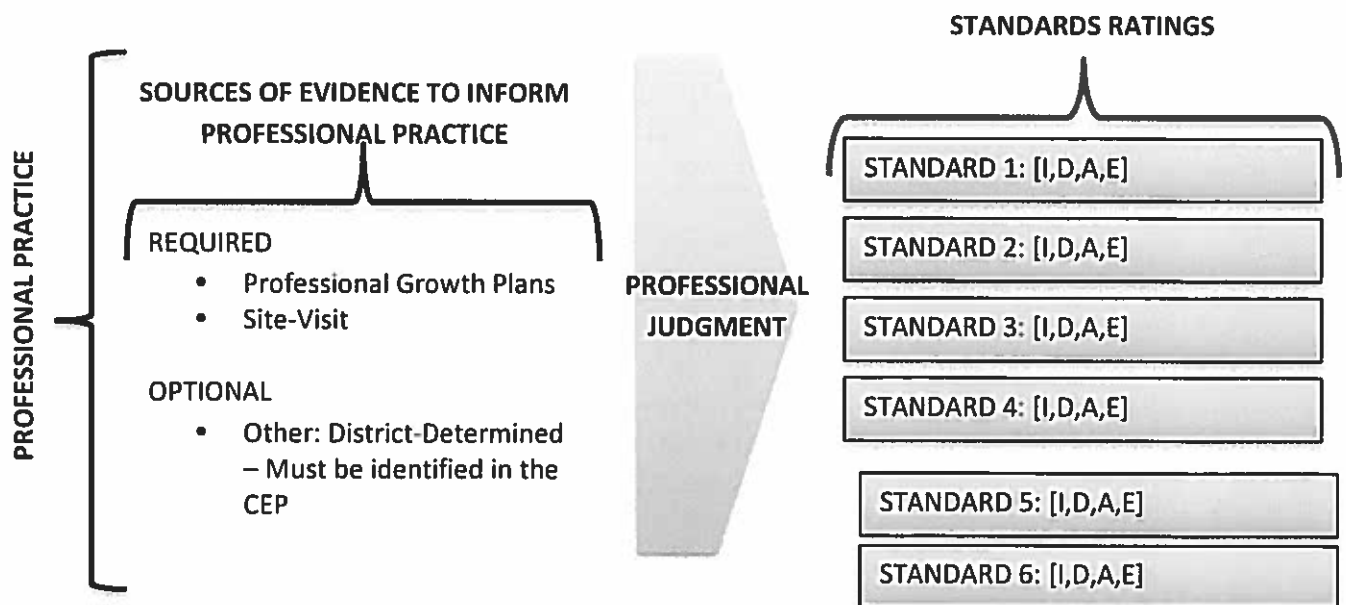
### **Determining the Overall Performance Category**

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

### **Rating Overall Professional Practice**

Required:

- ♦ Use decision rules to determine an overall rating.
- ♦ Record ratings in the district approved location/personnel files.
- ♦ Principals in their summative year shall have their ratings completed by April 15th.



A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard. 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:

### **Determining Professional Practice**

- ♦ Apply the State Decision Rules for determining an Overall Professional Practice Rating.

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

<b>IF...</b>	<b>THEN...</b>
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

### **Determining the Overall Performance Category**

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

- ♦ Apply State Overall Decision Rules for determining a principal's/assistant principal's Overall Performance Category.

#### **Required**

All ratings must be recorded in the district approved location/personnel files.

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

<b>PROFESSIONAL PRACTICE RATING</b>	<b>OVERALL PERFORMANCE CATEGORY</b>
<b>EXEMPLARY</b>	<b>EXEMPLARY</b>
	<b>DEVELOPING</b>
<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>
	<b>ACCOMPLISHED</b>
	<b>DEVELOPING</b>
<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>
	<b>DEVELOPING</b>
<b>INEFFECTIVE</b>	<b>INEFFECTIVE</b>



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

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

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	ACCOMPLISHED	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator
	INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.
		LOW EXPECTED HIGH

### **District Certified Professional Growth & Effectiveness System**

Rowan County Schools will continue to implement a previously approved evaluation system for district certified personnel.

## **Appeals**

### **Required**

- ♦ **Districts shall have an appeals process established.**

#### **According to 156.557 Section 9,**

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

### **ROWAN COUNTY: THE APPEALS PROCESS**

#### **Purpose**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District's evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel

## Appeals Panel

1. All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process (intern teachers are not fully certified until the end of the internship). One (1) member of the panel is appointed by the superintendent. The panel shall elect a chairperson for each appeal. (Reference: KRS 156.101 and 704 KAR 3:345)
2. In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The superintendent shall appoint an alternate for the "appointed" panel member. Release time shall be provided for panel members at the discretion of the superintendent.
3. The length of term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September. Panel members may seek training through the Evaluation Coordinator.
4. The Evaluation Coordinator using the following criteria shall conduct the election:
  - a. Open Nomination
  - b. Secret Ballot
  - c. Person/one vote
  - d. All certified employees given the opportunity to vote
5. No panel member shall serve on any appeals panel on which he/she was the evaluator. Whenever a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Panel members who are also members of the immediate family of the evaluator whose decision is being appealed to the panel shall not serve for the appeal. Immediate family shall include parents, siblings, spouse, children, uncle, aunt, nephew, niece, grandparents, and corresponding in-laws.
6. Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipts of the summative evaluation.
7. The appeal shall be signed and in writing on a form prescribed by the superintendent. The form shall state the evaluation records may be presented and reviewed by the panel.
8. The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records that support the summative evaluation.

## Appeals Panel Hearing Procedures

1. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.
2. A preliminary hearing will be held to provide documentation to all parties and the panel. Four (4) copies of all documentation to be considered in the appeal shall be available to the panel at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives. Witnesses may be called by either party but will not be allowed to observe the hearing process other than during their testimony. After the evaluator and the evaluatee leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. The chairperson of the panel will arrange for an official record to be made of all hearing procedures.
3. Within five (5) working days, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her documentation including witnesses pertinent to the summative evaluation. Questions both of substance and procedure will be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be asked to leave, and the panel will consider all information that has been provided. A decision regarding their findings shall be presented to the superintendent within fifteen (15) working days of filing the appeal. In case of appeals of evaluations conducted by the superintendent, the panel shall report to the Board of Education.
4. The panel's recommendation must include one of the following:
  - i. A new evaluation by another evaluator
  - ii. Uphold the original evaluation
  - iii. Remove the summative or any part of the summative form from the personnel file.
5. The chairperson of the panel shall present the decision to the superintendent (or to the Board of Education, when applicable) for action within three (3) days of the panel's decision.
6. Any evaluatee who feels that evaluation procedures have been violated may appeal the decision to the Kentucky Board of Education.

## **Annual Review of the Evaluation Plan**

1. The evaluation plan will be reviewed annually to ensure that the evaluation system is serving the purpose for which it was established. The 50/50 Committee under the direction of the evaluation coordinator will review the evaluation plan.
2. The evaluation committee shall be composed of equal numbers of teachers and administrators. The administrative members shall be the superintendent (or his/her designee) and the principals. The teacher members shall include one representative from the faculty of each of the school in the district plus a representative from one of the alternative schools. The teachers assigned to each school will choose teacher representatives.
3. The Rowan County Board of Education and the State Board must approve all revisions/and additions pertaining to the evaluation procedures and/or instruments for Elementary and Secondary Education.

## **Summative Evaluation Conclusion**

Each evaluatee's summative evaluation form shall contain a concluding statement noting whether he/she meets district performance standards. Explanations for all ratings may be found in the section of definitions.

## **Due Process**

1. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment each school year.
2. All parties have had representation in the design, development and review of the evaluation procedures and instruments. Knowledge and understanding of performance expectations is provided for staff through distribution of this handbook.
3. Every teacher/administrator is provided an opportunity for familiarization with the system, its procedures, and its use.
4. If the teacher/administrator feels that an information leading to or included in the summative evaluation is incomplete, inaccurate, or unjust, he/she may submit his/her objections in writing to be attached to the evaluation report to be placed in his/her personnel file. The file copy of such objection shall be signed by both teacher/administrator to indicate awareness of the content.
5. All reports of unsatisfactory performance must be in writing and must enumerate shortcomings in a specific manner.
6. Each teacher/administrator may have access to his/her file upon request. The request will be honored within 24 hours.