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

Superintendent: Wes Bradley,

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Board Approved xxxx

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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

 (TBD)..Evaluation Contact

 Haley Victery...Administrator

 Ann Marie Williams................................Administrator

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

 Dana Cull..Administrator

 Ellen McCauley..Teacher

 Anne Cox...Teacher

 Ashley Meadows..Teacher

 Curt Merrifield...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.

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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.

Designee: A certified administrator designated to observe and complete evaluations.

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.

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 for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.

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	Planning
Environment	Environment
Instruction	Instruction/Delivery of Service
Professionalism	Professionalism

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

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

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.

	Domain	1)Planning	2)Environment	3)Instruction	4)Professionalism
Framework for Teaching	Component	1a Knowledge of Content/Pedagogy	2a Creating Env. of Respect & Rapport	3a Communicating with Students	4a Reflecting on Teaching
		1b Demonstrate Knowledge of Students	2b Establish Culture of Learning	3b Questioning & Discussion Techniques	4b Maintaining Accurate Records
		1c Setting Instructional outcomes	2c Maintaining Classroom Procedures	3c Engaging Students in Learning	4c Communicating with Families
		1d Demonstrates Knowledge of Resources	2d Managing Student Behavior	3d Using Assessment in Learning	4d Participating in Professional Learning Comm.
		1e Designing Coherent Instruction	2e Organizing Physical Space	3e Demonstrating Flexibility & Responsiveness	4e Growing & Developing Professionally
		1f Designing Student Assessment			4f Showing Professionalism
Sources of Evidence To Inform Professional Practice	Supervisor	Evidence(Pre/Post Conferences)	Observation		Evidence(Pre/Post Conferences)
	Professional Growth	Professional Growth Planning & Ongoing 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** **Ongoing Self-Reflection and Professional Growth Plan**	Initial creation of Teacher Evaluation Framework no later than October 1st
All certified staff shall have **observations** by administrators	May begin anytime after staff member has been trained on the Certified Evaluation Plan.
Continue Observations - Administrator Observations	Timeline as determined by the Administrator
Mid-Year Review: **Professional Growth Plans reviewed and modified** as appropriate	
Continue Observations Administrator *Final observation in the cycle must be a **Full Administrator Observation***	
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) engages in ongoing reflection 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 ongoing 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, Ongoing Self-Reflection and Ongoing 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 Teacher Evaluation Framework to complete their evaluation.
- Self-reflections must be completed by the teacher no more than 5 school days after feedback is left on the Teacher Evaluation Framework by the administrator.

OBSERVATIONS: ADMINISTRATIVE OBSERVATIONS

Observations are one source of evidence to determine educator effectiveness that includes supervisor and can include 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 can be used optionally 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. Use of peer observations are to be determined by the administrator. 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 Nelson County Evaluation Framework 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 (APPENDIX B)
- 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 Evaluation Framework.

OBSERVATIONS: 1 YEAR AND 3 YEAR CYCLE

<u>1 Year Summative</u> The minimum requirement for observations shall be two(2) observations by the administrator.
<u>3 year summative</u> The minimum requirement for observations shall be two(2) observations by the administrator.

- Administrators will have flexibility to choose when the full observation occurs
- 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

 At least one observation must be a full observation.
- 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

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 required to submit 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 must occur in persons within five working days of an observation.

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
- Initial Certification Training will be provided by KDE. Calibration will be determined by the district.

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 (or other evidence of parent communication)
- timely, targeted feedback from mini or informal observations
- student data records (records maintained accurately and in required time frames.)
- 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
- teacher leadership roles
- relationships with peers and supervisors
- punctuality
- meet deadlines

- confidentiality
- involvement in non paid extra curricular activities
- 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.

Criteria for Determining a Teacher's Professional Practice

IF	THEN
DOMAINS 2 & 3 ARE RATED INEFFECTIVE	PROFESSIONAL PRACTICE RATING=INEFFECTIVE
DOMAINS 2 OR 3 ARE RATED INEFFECTIVE	PROFESSIONAL PRACTICE RATING=INEFFECTIVE OR DEVELOPING
DOMAINS 1 OR 4 ARE RATED INEFFECTIVE	PROFESSIONAL PRACTICE RATING SHALL NOT BE EXEMPLARY
(2) DOMAINS ARE RATED DEVELOPING & (2) DOMAINS ARE RATED ACCOMPLISHED	PROFESSIONAL PRACTICE RATING=ACCOMPLISHED
(2) DOMAINS ARE RATED DEVELOPING & (2) DOMAINS ARE RATED EXEMPLARY	PROFESSIONAL PRACTICE RATING=ACCOMPLISHED
(2) DOMAINS ARE RATED ACCOMPLISHED & (2) DOMAINS ARE RATED EXEMPLARY	PROFESSIONAL PRACTICE RATING= EXEMPLARY

Sources of Evidence to Inform Professional Practice	
Required	• Observations • Professional Growth Plans • Ongoing Self Reflection
Optional	• Other: District-Determined as determined by the CEP • Other:Teacher Evidence • Other:Professional

Professional Judgement

Performance Measures

Domain 1: (I, D, A, E)

Domain 2: (I, D, A, E)

Domain 3: (I, D, A, E)

Domain 4: (I, D, A, E)

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 Nelson County Teacher Evaluation Framework 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)

Nelson County Summary of Evidence Form

NC	RATING	CELEBRATING SUCCESS	TARGETED AREA FOR GROWTH
Domain 1: Planning			
Domain 2: Environment			
Domain 3: Instruction			
Domain 4: Professionalism			
Overall Rating			

	I agree with this evaluation.	Teacher Comments:
	I disagree with this evaluation.	

Evaluator's Signature: Date   Evaluatee's Signature: Date:

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Principal and Assistant Principal
Professional Growth and Effectiveness System

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.

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS
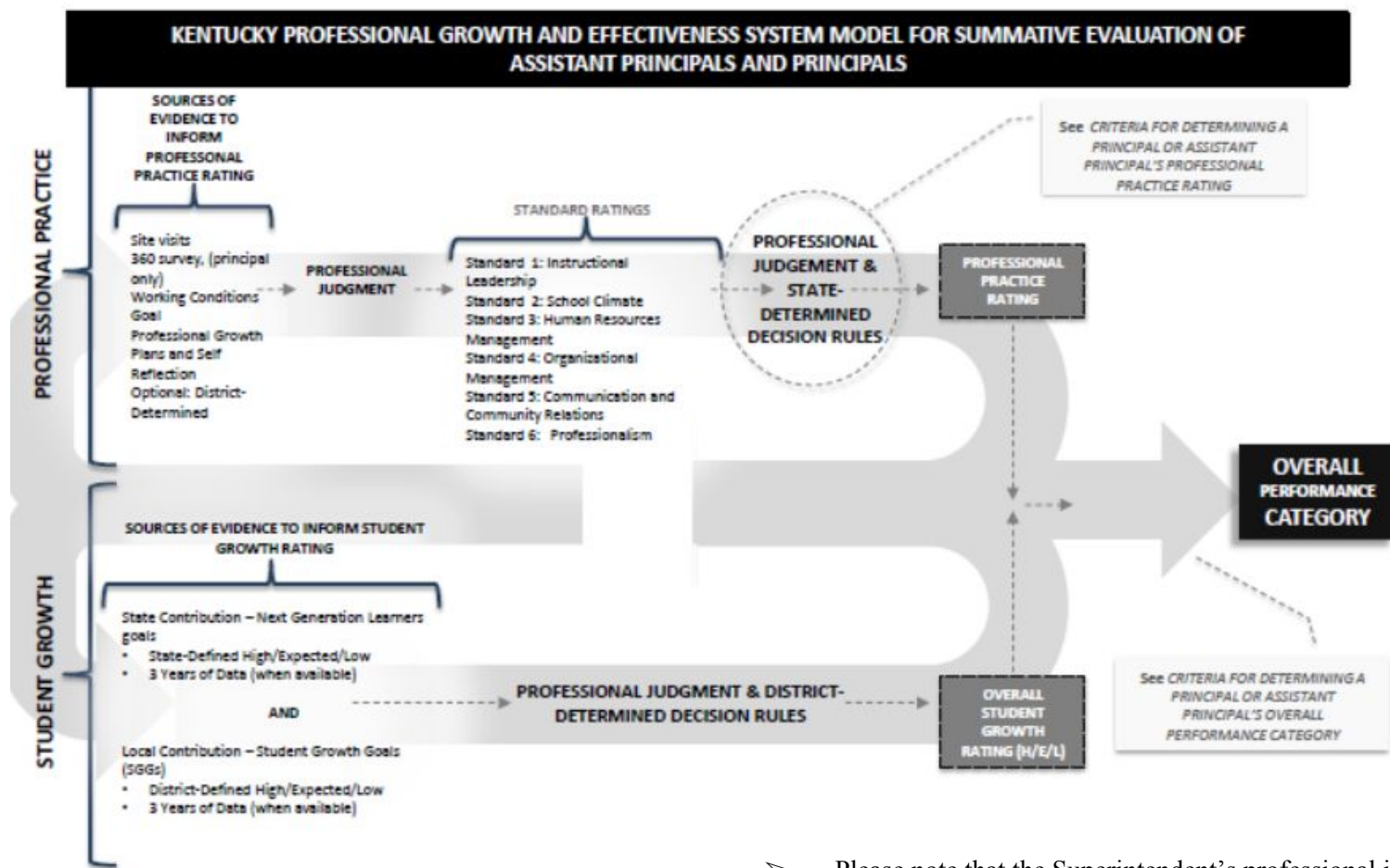
➢ Please note that the Superintendent's professional judgement is a component of each section to rate your overall performance category.
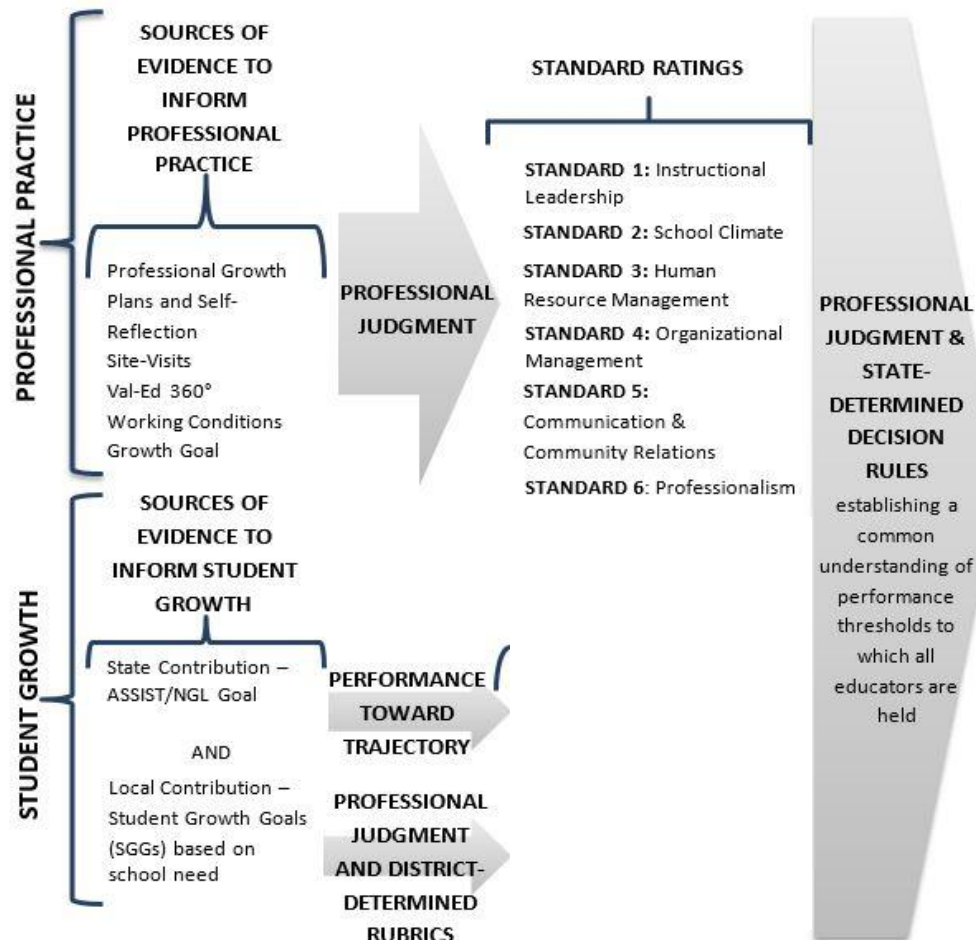
		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
Standards		*The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision 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	Observation	District Identified Evidence (conferences)	District Identified Evidence (conferences)	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

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 or Designee professional judgement is a component of each section to rate your overall performance category.

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

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

PROFESSIONAL JUDGMENT

STANDARD RATINGS

STANDARD 1: Instructional Leadership
STANDARD 2: School Climate
STANDARD 3: Human Resource Management
STANDARD 4: Organizational Management
STANDARD 5: Communication & Community Relations
STANDARD 6: Professionalism

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

State Contribution – ASSIST/NGL Goal
AND
Local Contribution – Student Growth Goals (SGGs) based on school need

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

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

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

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

Other 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 an ongoing 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 Criteria</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 or Designee	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 or Designee	Second Semester
Completion of Summative Evaluation and final review of Professional Growth Plan.	90 Days before the start of the new school year

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

PPGES: SELF-REFLECTION AND GROWTH PLANNING

Self-Reflection and Professional Growth Planning – completed by Principals and Assistant Principals each year.
The Professional Growth Plan will be completed within the first 60 work days and address realistic, focused, and measurable professional goals. Reflection will be ongoing. 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 Evaluation Framework.
- 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 Evaluation Framework.

Nelson County PPGES Summary of Evidence Form

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

	RATING	CELEBRATING SUCCESSES	TARGETED AREAS FOR GROWTH
Standard 1: Instructional Leadership			
Domain 2: School Climate			
Domain 3: Human Resources Management			
Domain 4: Organizational Management			
Domain 5: Communication and Community Relations			
Domain 6: Professionalism			
Overall Professional Practice Rating			

I agree with this evaluation.
I disagree with this evaluation for the following reasons.

Principal Signature: Date: Superintendent's or Designee Signature: Date:

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 may 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° should 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 may 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 or Designee
- 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 Evaluation Framework](#).
- 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
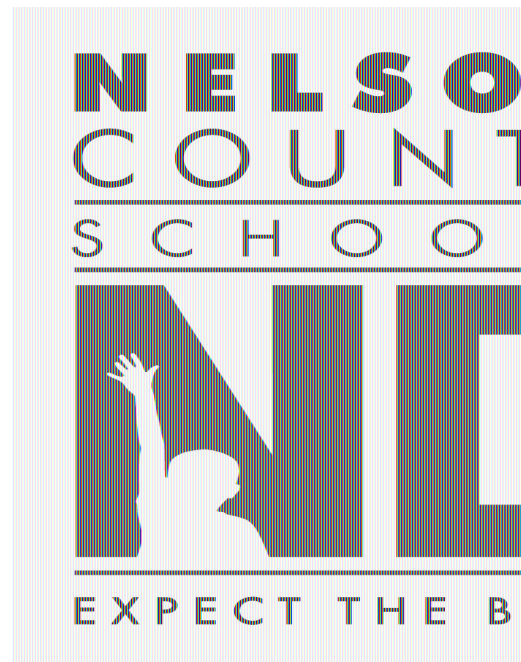
PPGES: STUDENT GROWTH-STATE AND LOCAL

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

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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 Evaluation Framework](#) Site Visit Forms. An example is below.

PPGES: DETERMINING PROFESSIONAL PRACTICE RATING

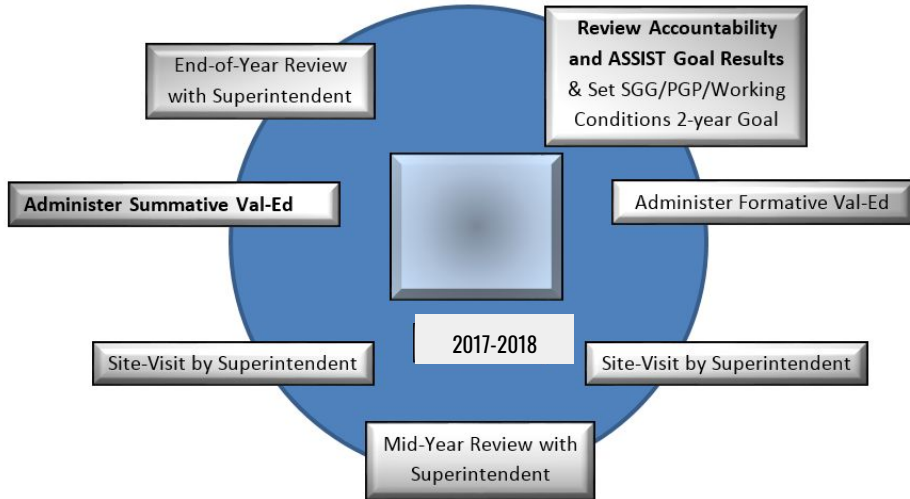Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

- 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

Sources of Evidence to Inform Professional Practice	
Optional	● Site Visit ● Professional Growth Plans ● Ongoing Self Reflection ● Val-Ed 360/Working Conditions
	● Other: District-Determined as determined by the CEP

Professional Judgement

Domain Ratings
Standard 1: (I, D, A, E)
Standard 2: (I, D, A, E)
Standard 3: (I, D, A, E)
Standard 4: (I, D, A, E)
Standard 5: (I, D, A, E)
Standard 6: (I, D, A, E)
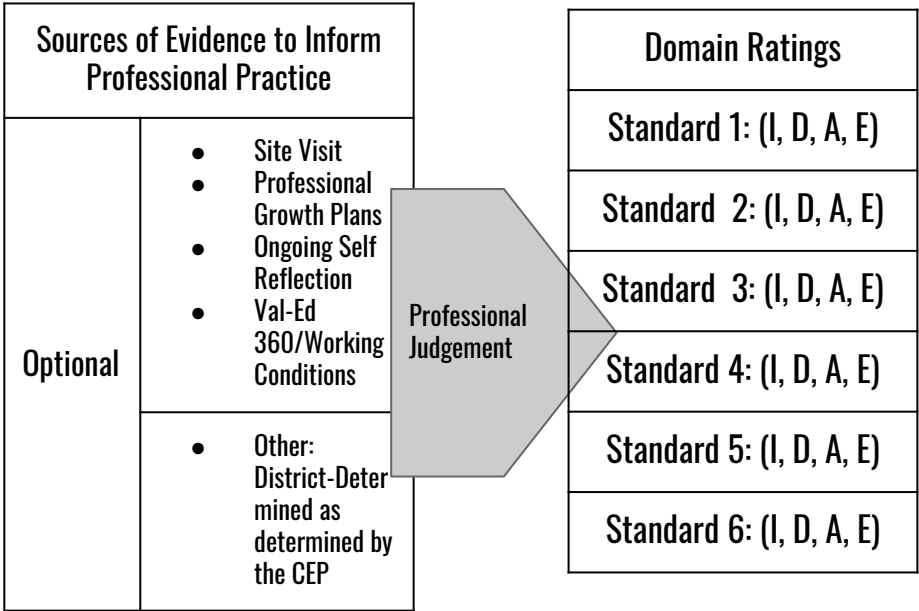
CRITERIA FOR DETERMINING A PRINCIPAL OR OTHER BUILDING LEVEL ADMINISTRATORS PROFESSIONAL PRACTICE RATING	
IF	**THEN…**
Principal or other building level administrator is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall 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

The following chart shows the required components for principals and assistant principals over the two year process. **All no tenured principals and assistant principals will be evaluated every year. Tenured administrators can be on a 3 years cycle**

Two Year Cycle of the PPGES

End-of-Year Review with Superintendent	**Review Accountability and ASSIST Goal Results** & Set SGG/PGP/Working Conditions 2-year Goal
Administer Summative Val-Ed	Administer Formative Val-Ed
	2017-2018
Site-Visit by Superintendent	Site-Visit by Superintendent
	Mid-Year Review with Superintendent

July 2016

End-of-Year Review with Superintendent	**Review Accountability and ASSIST Goal Results** & Set SGG/PGP & Update Working
Administer TELL Kentucky	
	2018-2019
Site-Visit by Superintendent	Site-Visit by Superintendent
	Mid-Year Review with Superintendent

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

	LOW	EXPECTED	HIGH
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.		

PROFESSIONAL PRACTICE RATING (vertical axis)

STUDENT GROWTH GOAL RATING (horizontal axis)

Nelson County Certified Evaluation Plan
APPENDICES

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.

TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS

PROFESIONAL PRACTICE RATING	STUDENT GROWTH RATING — LOW	STUDENT GROWTH RATING — EXPECTED	STUDENT GROWTH RATING — HIGH
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	

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 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