

NEWPORT INDEPENDENT SCHOOLS

CERTIFIED PERSONNEL EVALUATION PLAN

**Approved, May 26, 2021
For Implementation Beginning in the 2021-2022 School Year**



MOTTO

“We’re About Kids”

MISSION STATEMENT

“Preparing Students for the Future!”

VISION

“EVERY child will be proficient and prepared for life, work, and citizenship in the 21st Century.”

Certified School Personnel Evaluation Plan

Antonio (Tony) Watts, Superintendent

Newport Independent Schools

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Newport, KY 41071

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Evaluation Contact Person: District Director of Curriculum

2021-2022 50/50 COMMITTEE MEMBERS		
ROLE	PLACEMENT	MEMBER NAME
ADMINISTRATORS	District Director of Curriculum & Instruction	Carla Davis
	NHS Assistant Principal/Interim Principal	Michael Hunter
	NIS Principal	Dennis Maines
	NPS Principal	Matt Atkins
	NRS Principal	Anthony Piccirillo
TEACHERS	NHS Teacher	Esther Fatsy
	NHS Curriculum Coach	Jennifer Johansing
	NIS Teacher	Dianna Schutte
	NPS Teacher	Shane Campbell
	NSOI Teacher	Josh Snapp

CEP Approved on April 14, 2021 by: The Certified Evaluation Plan 50/50 Committee

CEP Approved on May 26, 2021 by: The Newport Independent Schools Board of Education

Signature Page—Signed by Supt. and Board Chair

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District Certified Evaluation Plan

The vision for the District's Certified Evaluation Plan, CEP, is to have every student taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **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.
2. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by EPSB.
3. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by EPSB.
4. **Certified Evaluation Plan:** the procedures and forms for evaluation of certified school personnel, below the level of superintendent, developed by an evaluation committee, and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluation Committee:** A group, consisting of an equal number of teachers and administrators, who develop personnel procedures and forms for a local school district. KRS 156.557(5)(c)(1).
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Evaluator Certification:** Successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
10. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
11. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - Teachers and other professionals who are rated ineffective in professional practice
 - Principals who are rated ineffective in professional practice
12. **Job Category:** A group or class of certified school personnel positions with closely related functions.
13. **Kentucky Framework for Personnel Evaluation:** the statewide framework a school district uses to develop a local certified school personnel evaluation system
14. **Observation:** a data collection process conducted by a certified evaluator, in person, through video, or through a virtually platform (video on/recorded) for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.
15. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.
16. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).
17. **Performance measure:** One (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
18. **Performance Rating:** the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

19. **Personal Evaluation System or “system”:** an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.
20. **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 Title 16 KAR.
21. **Source of Evidence:** the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.
22. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
23. **Summative Rating:** the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.
24. **Teacher:** A certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

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

**TEACHERS PROFESSIONAL
GROWTH & EFFECTIVENESS SYSTEM**

Known as:

TPGES

&

**OTHER PROFESSIONALS
GROWTH & EFFECTIVENESS SYSTEM**

Known as:

OPGES

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 performance measures of:

Framework for Teaching

Planning
Environment
Instruction
Professionalism

Specialist Frameworks for Other Professionals

Planning
Environment
Instruction
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 professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four performance measures 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 performance measure.

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 performance measure, 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 and Self-Reflection
- Observation

All evidence submitted will be documented & stored electronically.

Optional Sources of Evidence

Optional sources of evidence and products, documented & submitted electronically, may include, but are not limited to:

- Action research
- Communication logs
- Engagement in professional organizations
- Evidence of individual or small group teacher and student support
- Extracurricular engagement
- Lesson plans
- Minutes from PLCs

- Other items deemed appropriate by the evaluator or the teacher or other professionals
- Parent engagement surveys
- Professional Learning Artifacts
- Promotional programming evidence to support student learning (KY Bluegrass Awards, Operation Preparation, etc.)
- Records of student and/or teacher attendance
- Student data records
- Student formative and/or summative course evaluations/feedback
- Student work
- Teacher committee or team contributions
- Teacher interviews
- Teacher reflections and/or self-reflections
- Team-developed curriculum units
- Timely, targeted feedback from mini or informal observations
- Videoed lessons
- Virtual platform recording

All optional evidence submitted will be considered equally for all measures.

Certified staff that hold dual roles will be evaluated using the framework, either TPGES or OPGES, that is based on the role in which they are performing the majority of the instructional day.

TPGES SOURCES OF EVIDENCE/Framework for Teaching Alignment

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

TPGES/OPGES Components

Self-Reflection and Professional Growth Planning

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

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

Required

- ♦ **All Teachers and Other Professionals will participate in self-reflection and professional growth planning each year.**

All certified staff will be required to use the district-approved forms to record, document, and monitor their Self-Reflections and PGPs.

The template that all TPGES participants will use is included in the TPGES Appendix and in the district approved online Evaluation Management System.

OPGES participants will be utilizing a job specific Self-Reflection template. The templates are included in the OPGES Appendix and in the district approved online Evaluation Management System.

The following table, **PGES System Component Timeline for Teachers and Other Professionals**, includes the timeline for Self-Reflections and PGPs for all participants of TPGES and OPGES. The table also addresses late hires & required training.

PGES System Component Timeline for Teachers and Other Professionals

		Requirements		Instructional Days Worked		
Component		1-Year Cycle * (see note below)	3-Year Cycle * (see note below)	120 + days	119-60 days	59 and less days
Self-Reflection		Required for all certified staff on a yearly basis		Within 20 instructional days	Within 15 instructional days	Within 10 instructional days
PGP				Within 20 instructional days	Within 15 instructional days	Within 10 instructional days
Observations	Observation 1 May be Announced or Unannounced	Required for all certified staff on a one-year cycle	Required Can occur at any time during the 3-year cycle and must be before the last full observation	1-year Cycle One observation will be completed prior to last full observation	Must occur prior to last full observation	May occur at evaluator’s discretion
	Observation 2 May be Announced or Unannounced	Optional		3-year Cycle Both observations will be completed prior to last full observation	May occur at evaluator’s discretion	
		Full Observation Must be Announced	Required for all certified staff on a one-year cycle	Required Must occur in summative year and be the last observation in cycle	Must be last observation in cycle	Must be last observation in cycle
Summative		Required	Required	Must occur on or before April 30	Must occur on or before April 30	Must occur on or before April 30

NOTES:

- Days are defined as instructional days from 1st day of school or 1st instructional day following employment
- Timeline can be affected by number of instructional days worked.
- If an employee in their summative evaluation year misses more than 90 days, the superintendent or designee may suspend the summative evaluation until the next school year.
- All certified staff will receive evaluation training, including all contents & forms of the Newport CEP, within the first 30 days of reporting to work for the school year.
- Certified staff that hold dual roles will be evaluated using the framework, either TPGES or OPGES, that is based on the role in which they are performing the majority of the instructional day.

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice.

Observation Model

The observation model must fulfill the following minimum criteria:

Required

- ♦ **1-Year Cycle: Two (2) observations in the summative cycle**
- ♦ **3-Year Cycle: Three (3) observations in the summative cycle**
- ♦ **Final observation is conducted by the supervisor and is a full observation.**

Evaluators will be required to record their observation data in the district-approved forms that will be utilized for data and evidence collection.

Certified staff that hold dual roles will be evaluated using the framework, either TPGES or OPGES, that is based on the role in which they are performing the majority of the instructional day.

Observation Schedule

Required

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

All observation requirements for 1-Year Summative, 3-Year Summative, and late hires can be found in the **PGES System Component Timeline for Teachers and Other Professionals** table. The table includes requirements for both TPGES and OPGES participants.

District Observation Requirements for 1-Year Cycle & 3-Year Cycles

Observers and evaluatees will adhere to the following observation conferencing requirements for TPGES & OPGES

1-Year Cycle

- Teachers and Other Professionals are evaluated annually. A minimum of two (2) observations shall be completed by the supervisor in the one-year summative cycle.

1-Year & 3-Year Cycles

- 1-Year Cycle: One (1) observation conducted by the supervisor may be completed anytime during the summative cycle prior to the full observation.
- 3-Year Cycle: Two (2) observation conducted by the supervisor may be completed anytime during the summative cycle prior to the full observation.
- The observations may be mini or full and are either announced or unannounced.
- During the observations, the observer will make notes of the components observed in order to provide meaningful feedback to the evaluatee.
- The final observation shall be a full observation conducted and scheduled (announced) by the supervisor during the summative cycle.
- At any given time during a non-tenured teacher's cycle, additional observations by the evaluator may be conducted, if growth is needed (teacher practices that result in ineffective determination for a component might be a reason for the additional observation feedback).
- All observations must be documented on district-approved forms or in the district online Evaluation Management System as decided by the district.
- Other Professionals observations may receive an observation that looks closer to the administrative site visits.

PARTIAL/FULL OBSERVATIONS DURING THE CYCLE

- Pre-Observation Conferences are optional (to be determined by the evaluator) for partial observations. Post-Observation Conferences for partial observations shall be followed by meaningful feedback within five (5) working days electronically, in person, or virtually (as determined by the evaluator).

***May be announced/unannounced**

LAST FULL OBSERVATION OF THE CYCLE

Pre-Observation Form shall be submitted 5 working days prior to the observation for the last full summative evaluation in person. Post-Observation Conferences are to be conducted for all full observations in person or through a virtual platform (video on/recorded) and shall take place within five (5) working days after the observation.

***Must be announced/scheduled**

SUMMATIVE EVALUATION CONFERENCE

- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- 1-year cycle teachers and other professionals will be completed by April 30 of each year
- 3-Year cycle teachers and other professionals will be completed by April 30 of the summative year
- Supervisors must record summative ratings in the district approved forms or in the district online Evaluation Management System as decided by the district.

Observation Conferencing

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

Required

- ♦ **Conduct observation post-conference within five working days following each observation.**

The following tables include district requirements for observation conferencing for all TPGES and OPGES participants.

Observation Pre-Conferencing – Teachers and Other Professionals						
Pre	Observation Type		Conference Type Required	Other Requirements	Focus (Focused on but not limited to)	Timeline
	Observations Prior to the Last Full The observer may choose between these options for the observations prior to the last full observation.	Partial Announced	Optional Face-to-Face, Electronic, or Virtually	Optional Pre- Observation Form	Performance Measures 1-3 for OPGES/TPGES	No Earlier than 5 Working Days Prior to Observation
		Partial Un-Announced	N/A	N/A	Performance Measures 1-3 for OPGES/TPGES	N/A
	Last Full Observation	Last Full Observation MUST be announced & scheduled	Face-to-Face or Virtually (video on/recorded)	Pre-Observation Form	Performance Measures 1-3 for OPGES/TPGES	No Earlier than 5 Working Days Prior to Observation

Observation Post-Conferencing – Teachers and Other Professionals						
Post	Observation Type		Conference Type Required	Other Requirements	Focus (Focused on but not limited to)	Timeline
	Observation Prior to the Last Full The observer may choose between these options for the observations prior to the last full observation.	Partial Announced	Face-to-Face, Electronic, and/or Virtually	Post-Observation Form	Performance Measures 2-4 for TPGES/OPGES	No Later than 5 Working Days After the Observation
		Partial Un-Announced	Face-to-Face, Electronic, and/or Virtually	Post-Observation Form	Performance Measures 2-4 for TPGES/OPGES	No Later than 5 Working Days After the Observation
	Last Full Observation	Last Full Observation MUST be announced & scheduled	Face-to-Face and/or Virtually (video on/recorded)	Post-Observation Form	Performance Measures 2-4 for TPGES/OPGES	No Later than 5 Working Days After the Observation

Note: Either party, the observer or the evaluatee, can request for any or all conferences to be in person along with additional observations unless undue circumstances prohibit the in-person conference.

All Pre-Conference forms and Post-Conference forms are included in the Appendix for TPGES and OPGES and in the district online Evaluation Management System. OPGES participant forms are job-specific and aligned to their individual framework.

Observer Certification

All administrators serving as a primary evaluator must complete the Initial 2-Day Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

All administrators will complete a minimum of six (6) hours annually of EILA-approved Evaluation Training.

In addition to the initial 2-Day Certified Evaluation Training, administrators must also complete additional training since observation is utilized as a required source of evidence. To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training for the current approved district program. The system allows observers to develop a deep understanding of how the four performance measures of the Kentucky Framework for Teaching (FfT) are applied in observation.

- ♦ **Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:**
 - **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.**
 - In the event a supervisor suffers an emergency situation such as prolonged illness, death of a significant other, etc., the district office can waive the presence of the supervisor.
 - **In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers and other professionals have access to observations by making the following local decisions.**
 - Upon hiring, the district will purchase a district-approved supervisor's certification platform license for a supervisor who does not have certification.
 - The supervisor will have 45 working days to take the proficiency assessments via the district approved supervisor's certification platform

Upon selection as a principal or assistant principal, the administrator will receive Initial Evaluation Training through the state approved provider prior to evaluating teachers or other professionals. The following table includes district requirements for Observer Certification.

Observer Certification		
Training Stage	Methodology	Timeline
Initial Training	Prior to taking the assessments initially, a supervisor <u>may</u> request the support and assistance of a PGES certified observer	First 45 working days
Unsuccessful Completion 1 st Attempt, 10 calendar day lockout	The Superintendent or designee will assign a mentor to supply guidance and support as requested by the supervisor	Certification to be completed by the first 60 working days
Unsuccessful Completion 2 nd Attempt, 90 calendar day lockout	The Superintendent or designee will assign a mentor who will then review assessment results with the supervisor, determine targeted areas, schedule study sessions required	Certification to be completed by the first 125 working days
If the non-certified supervisor fails to complete observer certification assessment after a complete license cycle (one year) this will be cause for demotion or replacement as the supervisor (principal/assistant principal).		

*Late hires will have the first 45 working days to obtain certification, an additional 15 working days if unsuccessful on the first attempt, and an additional 80 working days if unsuccessful on the 2nd attempt.

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 proficiency system) 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 approved by the Superintendent).

Observer Calibration

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. As certified observers may tend to experience “drift” in rating accuracy, the district completes a calibration process to ensure consistency of observations. Evaluators must complete the district-determined observer calibration training annually. The training allows observers to develop a deeper understanding of how the four Performance Measures of the Kentucky Framework for Teaching (FfT) are applied in observations.

Required

- ♦ **Observer calibration is conducted annually, after the initial certification, based on the district-determined process.**

Determining the Overall Summative Ratings

Supervisors are responsible for determining an Overall Summative Rating for each teacher or other professional at the conclusion of the summative evaluation year. The Overall Summative Rating is informed by the educator's ratings on performance measures. The evaluator determines the Overall Summative Rating based on professional judgment informed by evidence that demonstrates the educator's performance against the Performance Measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

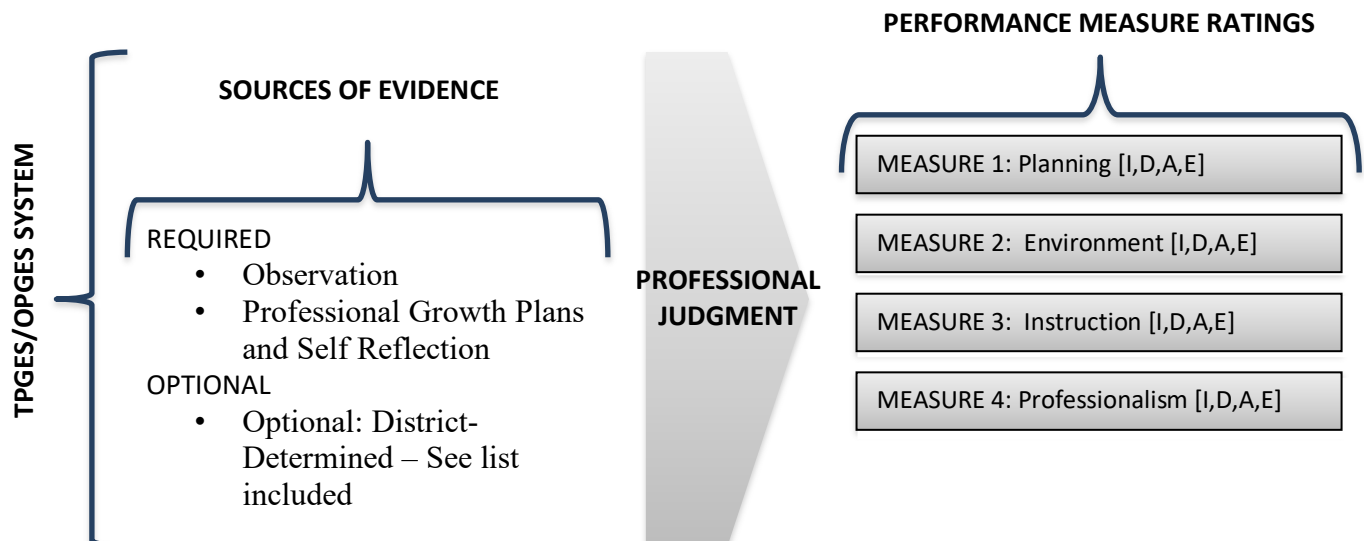
Rating Performance Measures

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific performance measure. 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 Performance Measure at the culmination of an educator's cycle.

Required

- ♦ **A rating for each performance measure based on both required & optional evidence.**
- ♦ **All ratings must be recorded in the district-approved forms.**
- ♦ **All summative forms will be documented in writing or electronically & stored in the official personnel record for summative evaluations or in the on-line district employee management system as determined by the district.**
- ♦ **All evidence will be submitted & stored electronically or in the on-line district employee management system as determined by the district.**
- ♦ **All CEP plan requirements are submitted and recorded either electronically or in the on-line district employee evaluation system by using the district-approved forms in the Appendices as determined by the district.**
- ♦ **The evalutee may submit a written statement in response to the summative rating on the Summative Evaluation form & this response will be stored in the official personnel record or as an artifact in the on-line district employee evaluation management system as determined by the district.**



Determining Overall Summative Rating

- The individual performance measure ratings are equally weighted.
- Optional evidence submitted & documented electronically or in the on-line employee evaluation management system will be considered equally for all measures.
- Apply chart below for determining an educator's Overall Summative rating.
- All summative ratings must be recorded in the district-approved forms.

CRITERIA FOR DETERMINING A TEACHER'S OVERALL SUMMATIVE RATING

IF...	THEN...
Performance Measures 2 AND 3 are rated INEFFECTIVE	Summative Rating shall be INEFFECTIVE
Performance Measures 2 AND 3 are rated DEVELOPING	Summative Rating shall be DEVELOPING
Performance Measures 2 AND 3 are rated ACCOMPLISHED, and Performance Measures 1 AND 4 are at least DEVELOPING	Summative Rating shall be ACCOMPLISHED
Any Performance Measures rated INEFFECTIVE	Summative Rating shall NOT be higher than DEVELOPING
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Summative Rating shall be ACCOMPLISHED
Performance Measures 1 AND 4 are rated at least ACCOMPLISHED, and Performance Measures 2 AND 3 are rated EXEMPLARY	Summative Rating shall be EXEMPLARY

NOTE: A teacher or other professional whose overall summative rating falls in the Ineffective sector of the above chart will automatically be placed on a Certified Assistance Plan. Principals may also determine the need for placing certified staff on a Corrective Action Plan at any time during the year based on data/need.

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

Known as:

PPGES

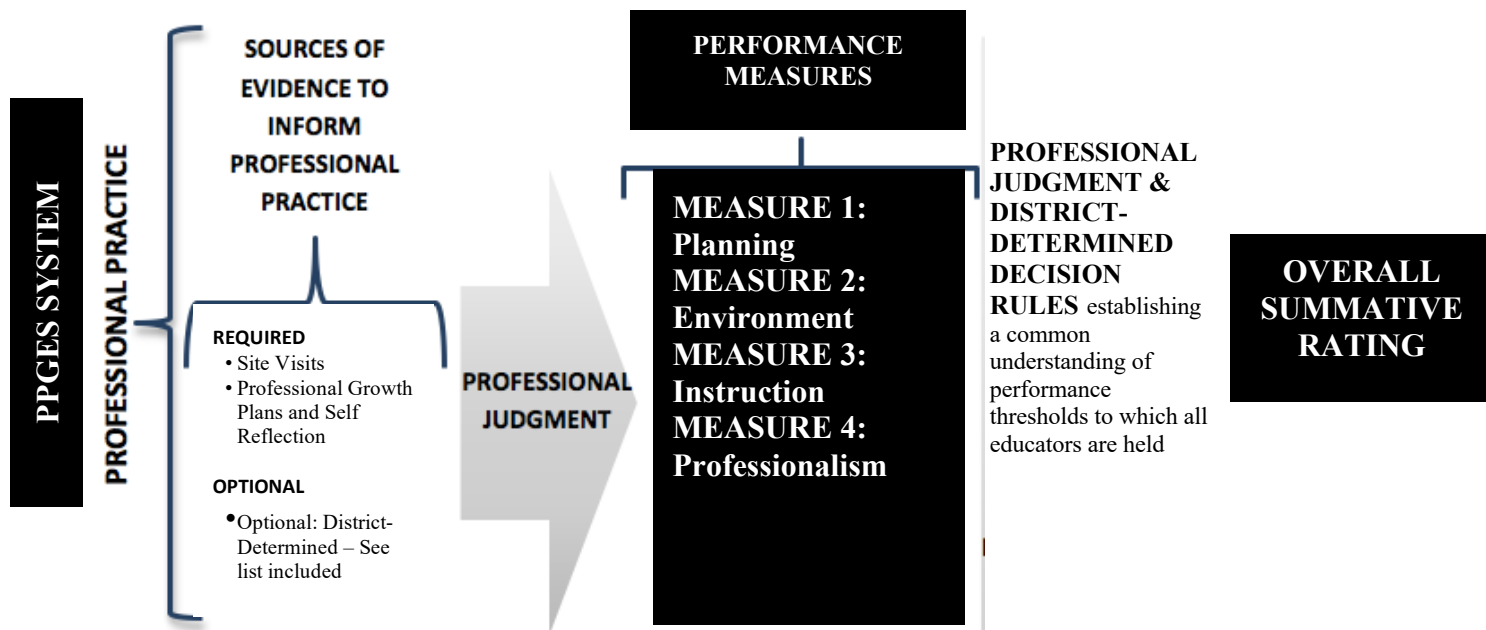
SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

PERFORMANCE MEASURERS		PLANNING	ENVIRONMENT	INSTRUCTION	PROFESSIONALISM
		Mission, Vision & Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.	Equity & Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.	Curriculum, Instruction, & Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being.	Ethics & Professional Norms Effective educational leaders act ethically and accordingly to professional norms to promote each student's academic success and well-being.
		Operations & Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.	Professional Community for Teachers & Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.	Community of Care & Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.	Meaningful Engagement of Families & Community Effective educational leaders engage families and community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.
		School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.		Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.	
SOURCES OF EVIDENCE	SITE VISITS	Observations, District Identified Evidence, Conferences			
	PROFESSIONAL GROWTH	Professional Growth Planning and Self Reflection			
	SELF REFLECTION	Mission, Vision & Core Values Operations & Management School Improvement	Equity & Cultural Responsiveness Professional Community for Teachers & Staff	Curriculum, Instruction, & Assessment Community of Care & Support for Students Professional Capacity of School Personnel	Ethics & Professional Norms Meaningful Engagement of Families & Community
		Superintendent and Principal Feedback			
	OPTIONAL EVIDENCE	Any optional that is submitted electronically will be equally considered for all measures.			

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 Measures.

Principal Performance Measures

The Principal Performance Measures, which include Planning, Environment, Instruction, & Professionalism, are designed to support student achievement and professional best-practice through alignment of the Professional Standards for Educational Leaders (PSEL) consisting of (1) Mission, Vision, and Core Values, (2) Ethics and Professional Norms, (3) Equity and Cultural Responsiveness, (4) Curriculum, Instruction, and Assessment, (5) Community of Care and Support for Students, (6) Professional Capacity of School Personnel, (7) Professional Community for Teachers and Staff, (8) Meaningful Engagement of Families and Community, (9) Operations and Management, and (10) School Improvement. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Measures 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 four performance measures. Performance will be rated for each measure 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 measure. 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 performance measure, experience level, and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

The Principal Performance Measures

PERFORMANCE MEASURE	PROFESSIONAL STANDARDS FOR EDUCATIONAL LEADERS
PLANNING	<p>Standard 1: Mission, Vision, and Core Values Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.</p> <p>Standard 9: Operations and Management Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.</p> <p>Standard 10: School Improvement Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.</p>
ENVIRONMENT	<p>Standard 3: Equity and Cultural Responsiveness Effective educational leaders strive for equity of educational opportunity and culturally responsive practice to promote each student's academic success and well-being.</p> <p>Standard 7: Professional Community for Teachers and Staff Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.</p>
INSTRUCTION	<p>Standard 4: Curriculum, Instruction, and Assessment Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessments to promote each student's academic success and well-being.</p> <p>Standard 5: Community of Care and Support for Students Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.</p> <p>Standard 6: Professional Capacity of School Personnel Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.</p>
PROFESSIONALISM	<p>Standard 2: Ethics and Professional Norms Effective educational leaders act ethically and accordingly to professional norms to promote each student's academic success and well-being.</p> <p>Standard 8: Meaningful Engagement of Families and Community Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.</p>

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

Required Sources of Evidence

- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**

All evidence submitted will be documented & stored electronically or in the on-line district employee evaluation management system.

Optional Sources of Evidence

Optional sources of evidence that can be documented & submitted electronically to support educator practice (not a comprehensive list):

- ◆ SBDM Minutes
- ◆ Agendas/Minutes from PLCs
- ◆ Walk-through Documentation
- ◆ Action Research
- ◆ Student Data Records
- ◆ Feedback from Informal Observations/Site Visits
- ◆ Self-reflections
- ◆ 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/Engagement Documentation
- ◆ School Schedules
- ◆ Others: as agreed upon by Superintendent/Designee and Principal

Both principal/assistant principal and evaluators share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be "products of an administrator's work that demonstrate knowledge and skills of the administrator." In other words, evidence must be naturally occurring products related to the day-to-day work of leadership practice.

All optional evidence submitted electronically or in the on-line district employee evaluation management system will be considered equally for all measures.

PPGES COMPONENTS

The following sections provide a detailed overview of the various sources of evidence used to inform Performance Measure ratings.

PPGES Evaluation Evidence & Activities	Timeline of Events
Superintendent/Designee reviews expectations of PPGES & conducts Evaluation Training	<ul style="list-style-type: none"> All local evaluation/CEP training will be completed on or before the first 30 calendar days of employment or within the first 30 days of reporting to work for the school year
Self-Reflection Professional Growth Plan	<ul style="list-style-type: none"> Completed within the first 60 working days Principal and Assistant Principal will reflect data from achievement data, non-academic measures, superintendent feedback, etc. The assistant principal will develop their own PGP independent of the principal's
First Site Visit/ Mid-Year Review of Goals	<ul style="list-style-type: none"> First Site Visit shall occur during the Fall Semester Mid-Year Review may occur before January 30th of the school year The superintendent/designee and principal will meet to review progress and to provide systematic feedback.
Second Site Visit/ End of Year Review of Goals	<ul style="list-style-type: none"> The Second Site Visit and the End of the Year Review shall occur during the Spring Semester but on or before May 15th of the school year The principal will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review. Documentation on PGP progress will be discussed.
Completion of the Summative Evaluation (annually)	<ul style="list-style-type: none"> On or before May 15th
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

NOTE: Late hires will adhere to the timelines above except for the Site Visits. Late hires will complete all parts of PPGES process and the Superintendent will approve final timelines.

Professional Growth Planning and Self-Reflection

Completed by principals & assistant principals

The Professional Growth Plan will address realistic, focused, and measurable professional goal. The plan will connect data from multiple sources including site-visit conferences, data on student 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 achievement.

Required:

- All principals will participate in self-reflection and professional growth planning each year.**
- All assistant principals will participate in self-reflection and professional growth planning each year.**
- All Assistant Principals will be evaluated by the Principal.**

The following guidelines will be followed in the district for Principal/Assistant Principal Self-Reflections & PGPs:

- Principals and Assistant Principals will submit their self-reflection to their immediate supervisor within 60 working days of reporting for work (i.e. July 1 for principals, assistant principals start dates may vary).
- Principals and Assistant Principals will submit their Professional Growth Plan within 60 working days of reporting for work.
- Late hires will be addressed using the timelines stated above.
- Principals and Assistant Principals will submit their self-reflection and professional growth plans via the district-approved forms electronically or in the on-line district employee evaluation management system as determined by the district.
- Forms for the PPGES Self-Reflection and PGP are included in the Appendix.

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 measures. 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 but informal conferences are required.)

District timeline for site-visits

- One site visit must occur in the Fall Semester of the school year.
- The second site visit must occur during the Spring Semester but prior to May 15th of the school year.

District post-conference expectations following site visits

Following each site visit a post-conference, either face-to-face, electronically or virtually, must be conducted within five working days. During this post-conference the following topics will be addressed:

- Self-Reflection
- PGP Progress
- Evidence relevant to the 4 Performance Measures
- School Surveys

Note: Pre-Conferences for Site Visits are optional & may be conducted through written electronic correspondence, in-person or virtually prior to the site visit.

District conferences expectations during the year

At least 3 review & reflection conferences will take place between Evaluator and Evaluatee throughout the year. Each conference will focus on:

1. Beginning-of-the-Year Review & Reflection Conference:
 - Discuss data/products of evidence the Principal will utilize throughout the year
 - Discuss reflections of the Principal Performance Measures
 - Discuss and come to agreement on the Professional Growth Goal and Action Plan
 - Questions/Concerns/Comments
 - Set tentative date for Mid-year Review & First Site Visit
2. Mid-year Review & Reflection Conference
 - Discuss first observation/site visit and provide feedback
 - Share progress on the Professional Growth Goal
 - Discuss documentation of each measure-determine if any other documentation is needed
 - Questions/Concerns/Comments
 - Set tentative date for End of Year Review & Second Site Visit
3. End of Year Review
 - Discuss second observation/site visit and provide feedback
 - Share progress toward Professional Growth Goal
 - Discuss progress of each standard-determine if any other documentation is needed
 - Discuss overall rating based on Performance Measures
 - Questions/Concerns/Comments

District process for how late hires will be addressed

- Any administrator hired prior to December 1 will have two site visits.
 - The first site visit must occur before January 30th of the school year.
 - The second site visit must occur between February and May 15th of the school year.
- Any administrator hired after January 1 must have both site visits completed by May 15th of school year.
- Late hires will complete all parts of PPGES process and the Superintendent will approve final timelines.

District process for how the evidences of site-visits will be documented

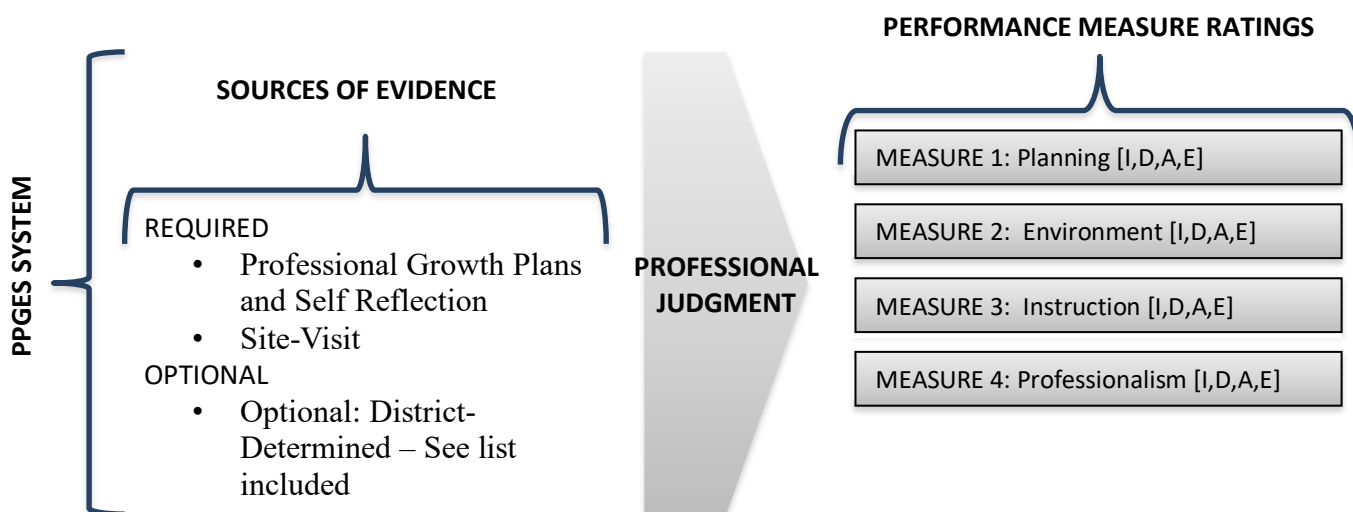
Evidences collected from site visits will be recorded in the district approved forms.

Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Summative Rating for each principal at the conclusion of their summative evaluation year. The Overall Summative Rating is informed by the principal's rating on each performance measure and any optional evidence that's been documented & submitted electronically.

- **Apply the District Decision Rules for determining an Overall Summative Rating.**
- **All summative ratings must be recorded in the district-approved forms.**
- **All summative forms will be documented in writing & stored in the official personnel record for summative evaluations electronically or in the on-line district employee evaluation management system as determined by the district.**
- **All evidence will be submitted & stored electronically or in the on-line district employee evaluation management system as determined by the district.**
- **All CEP plan requirements are submitted & recorded electronically or in the on-line district employee evaluation management system by using the district-approved forms in the Appendices as determined by the district.**

- The evaluatee may submit a written statement in response to the summative rating on the Summative Evaluation form & this response will be stored in the official personnel record or as an artifact in the on-line district employee evaluation management system as determined by the district.



CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S OVERALL SUMMATIVE RATING

IF...	THEN...
Principal or Assistant Principal is rated EXEMPLARY in at least 2 of the measures and NO measure is rated DEVELOPING OR INEFFECTIVE	Summative Rating shall be EXEMPLARY
Principal or Assistant Principal is rated ACCOMPLISHED in at least 2 measures and NO measure is rated INEFFECTIVE	Summative Rating shall be ACCOMPLISHED
Principal or Assistant Principal is rated DEVELOPING in at least 2 measures	Summative Rating shall be DEVELOPING
Principal or Assistant Principal is rated INEFFECTIVE in 2 or more measures	Summative Rating shall be INEFFECTIVE

**OTHER DISTRICT CERTIFIED
PERSONNEL/ADMINISTRATORS
EVALUATION SYSTEM**

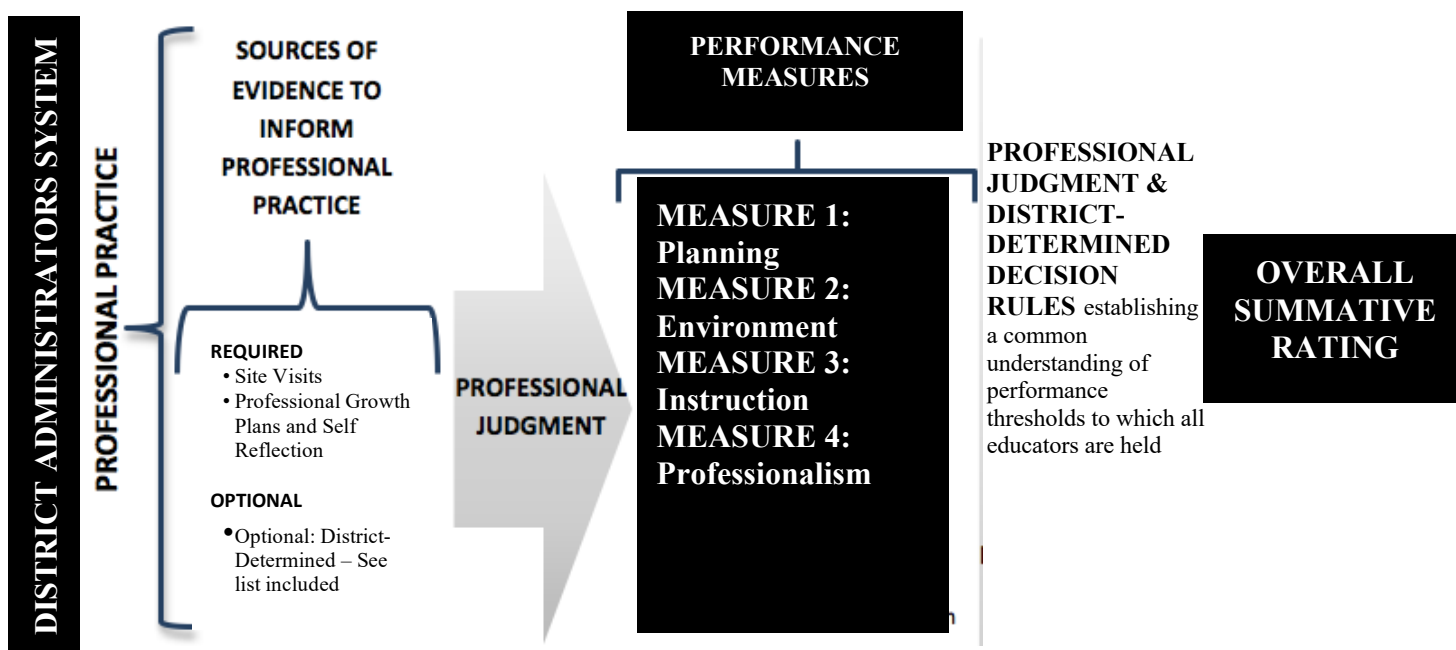
SOURCES OF EVIDENCE/FRAMEWORK FOR DISTRICT CERTIFIED PERSONNEL/ADMINISTRATOR ALIGNMENT

Performance Measure		PLANNING	ENVIRONMENT		INSTRUCTION	PROFESSIONALISM	
ISLLC Standard Alignment		Standard 1: Vision <i>An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</i>	Standard 3: Operations, Management, & Resources <i>An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.</i>	Standard 4: Collaboration with Faculty & Community <i>An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.</i>	Standard 2: School Culture & Instructional Program <i>An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i>	Standard 5: Integrity, Fairness, & Ethics <i>An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>	Standard 6: Political, Social, Legal, & Cultural Context <i>An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.</i>
	Site Visits	Observation, District Identified Evidence, Conferences					
	Professional Growth	PGP Plan & Evidence					
	Self-Reflection	Self-Reflection					
SOURCES OF EVIDENCE	Optional Evidence	Any optional evidence that is submitted electronically or in the on-line district employee evaluation management system will be equally considered for all measures.					

Other District Certified Personnel/Administrator Components

Overview and Summative Model

The following graphic outlines the summative model for the other District Certified Personnel/Administrator Components:



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 district administrator. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The District Personnel/Administrator Performance Measures that are aligned to the ISLLC standards.

Other District Certified Personnel/Administrator Performance Measures

The District Certified Personnel/Administrator Performance Measures are designed to support student achievement and professional best-practice through the alignment of the ISLLC standards of Vision, School Culture & Learning, Management, Integrity, Fairness, & Ethics, and Political, Economic, & Legal. Included in the Performance Measures are Performance Indicators that provide examples of observable, tangible behaviors and performances that provide evidence of each standard. The Performance Measures provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting continuous district improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the four performance measures. Performance will be rated for each measure according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most administrators will maintain an Accomplished rating, but will occasionally have exemplary performance on a measure at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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 administrators respond to or apply additional supports and resources designed to promote continuous improvement, 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 performance. These factors may include district/department-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.

Other District Certified Personnel/Administrator Performance Measures

PERFORMANCE MEASURE	ISLLC STANDARDS
PLANNING	Standard 1: Vision An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.
ENVIRONMENT	Standard 3: Operations, Management, & Resources An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment. Standard 4: Collaboration with Faculty & Community An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.
INSTRUCTION	Standard 2: School Culture & Instructional Program An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
PROFESSIONALISM	Standard 5: Integrity, Fairness, & Ethics An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner. Standard 6: Political, Social, Legal, & Cultural Context An education leader promotes the success of every student by understanding, responding to and influencing the political, social, economic, legal, and cultural context.

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

Required Sources of Evidence

- **Professional Growth Planning and Self-Reflection**
- **Site-Visits**

- All evidence submitted will be documented & stored electronically or in the on-line district employee evaluation management system as determined by the district.

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

Optional Sources of Evidence

Optional sources of evidence that can be documented & submitted electronically to support administrator practice (not a comprehensive list):

- ◆ Department Surveys
- ◆ Department Meeting Minutes/Agendas
- ◆ Agendas/Minutes/Reflections from Trainings/Meetings
- ◆ Walk-through Documentation
- ◆ Action Research
- ◆ Relevant Department Data Analysis
- ◆ Feedback from Informal Observations/Site Visits
- ◆ Self-reflections
- ◆ Budgets
- ◆ EILA/Professional Learning experience documentation
- ◆ Professional Organization memberships
- ◆ Parent/Community Engagement Documentation
- ◆ Department Schedules/Timelines
- ◆ Department Improvement Plans
- ◆ Others: as agreed upon by Superintendent/Designee and District Certified Personnel/Administrator

Both administrator and evaluator share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be "products of an administrator's work that demonstrate knowledge and skills of the administrator." In other words, evidence must be naturally occurring products related to the day-to-day work of leadership practice.

All optional evidence submitted electronically or in the on-line district employee evaluation management system will be considered equally for all measures as determined by the district.

District Certified Personnel/Administrators that hold dual roles will receive site visits based on the role in which they are performing the majority of their contracted days.

DISTRICT CERTIFIED PERSONNEL/ADMINISTRATOR COMPONENTS

The following sections provide a detailed overview of the various sources of evidence used to inform Performance Measure ratings.

District Admin Evaluation Evidence & Activities	Timeline of Events
Superintendent/Designee reviews expectations of the CEP & conducts Evaluation Training	<ul style="list-style-type: none">• All local evaluation/CEP training will be completed on or before the first 30 calendar days of employment or within the first 30 days of reporting to work for the school year
Self-Reflection Professional Growth Plan	<ul style="list-style-type: none">• Completed within the first 60 working days• District Admin will reflect data from achievement data, district department initiatives, non-academic measures, superintendent feedback, etc.
First Site Visit/ Review of Goals	<ul style="list-style-type: none">• First Site Visit & Review shall occur during the Fall Semester• The superintendent/designee and District Admin will meet to review progress and to provide systematic feedback.
Second Site Visit/ End of Year Review of Goals	<ul style="list-style-type: none">• The Second Site Visit and the End of the Year Review shall occur during the Spring Semester but on or before May 15th of the school year• The District Administrator will complete the documentation form to submit to the superintendent/designee prior to the End of Year Review.• Documentation on PGP progress will be discussed.
Completion of the Summative Evaluation (annually)	<ul style="list-style-type: none">• On or before May 15th
Corrective Action Plan	<ul style="list-style-type: none">• As needed throughout the process

NOTE: Late hires will adhere to the timelines above except for the Site Visits. Late hires will complete all parts of the CEP and the Superintendent will approve final timelines.

Professional Growth Planning and Self-Reflection

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

Required:

- **All District Certified Personnel/Administrators will participate in self-reflection and professional growth planning each year.**

The following guidelines will be followed in the district for District Certified Personnel/Administrators Self-Reflections & PGPs:

- District Administrators will submit their self-reflection & PGP to the superintendent or immediate supervisor within 60 working days of reporting for work (i.e. July 1 for most although start dates may vary).

- Late hires will be addressed using the timelines stated above.
- District Administrators will submit their self-reflection and professional growth plans via the district-approved forms electronically or in the on-line district employee evaluation management system.
- Forms for the District Administrator Self-Reflection and PGP are included in the Appendix.

Site-Visits

Completed by the Superintendent or Immediate Supervisor

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

Required:

- Conducted at least twice each year.

District timeline for site-visits

- One site visit must occur in the Fall Semester of the school year.
- The second site visit must occur during the Spring Semester but prior to May 15th of the school year.

District post-conference expectations following site visits

Following each site visit a post-conference, either face-to-face, electronically, or virtually must be conducted within five working days. During this post-conference the following topics will be addressed:

- Self-Reflection
- PGP Progress
- Evidence relevant to the 4 Performance Measures
- Department Surveys, if given

Note: Pre-Conferences for Site Visits are optional & may be conducted through written electronic correspondence or in person prior to the site visit.

District conferences expectations during the year

At least 3 review & reflection conferences will take place, either electronically, face-to-face, or virtually between Evaluator and Evaluatee throughout the year. Each conference will focus on:

1. Beginning-of-the-Year Review & Reflection Conference:
 - Discuss data/products of evidence the District Administrator will utilize throughout the year
 - Discuss reflections of the Performance Measures
 - Discuss and come to agreement on the Professional Growth Goal and Action Plan
 - Questions/Concerns/Comments
 - Set tentative date for First Site Visit
2. First Site Visit Review & Reflection Conference
 - Discuss first observation/site visit and provide feedback
 - Share progress on the Professional Growth Goal
 - Discuss documentation of each measure-determine if any other documentation is needed
 - Questions/Concerns/Comments

- Set tentative date for Second Site Visit
- 3. Second Site Visit & End of Year Review
 - Discuss second observation/site visit and provide feedback
 - Share progress toward Professional Growth Goal
 - Discuss progress of each standard-determine if any other documentation is needed
 - Discuss overall rating based on Performance Measures
 - Questions/Concerns/Comments

District process for how late hires will be addressed

- Any administrator hired prior to December 1 will have two site visits.
 - The first site visit must occur before January 30th of the school year.
 - The second site visit must occur between February and May 15th of the school year.
- Any administrator hired after January 1 must have both site visits completed by May 15th of school year.
- Late hires will complete all parts of CEP process and the Superintendent will approve final timelines.

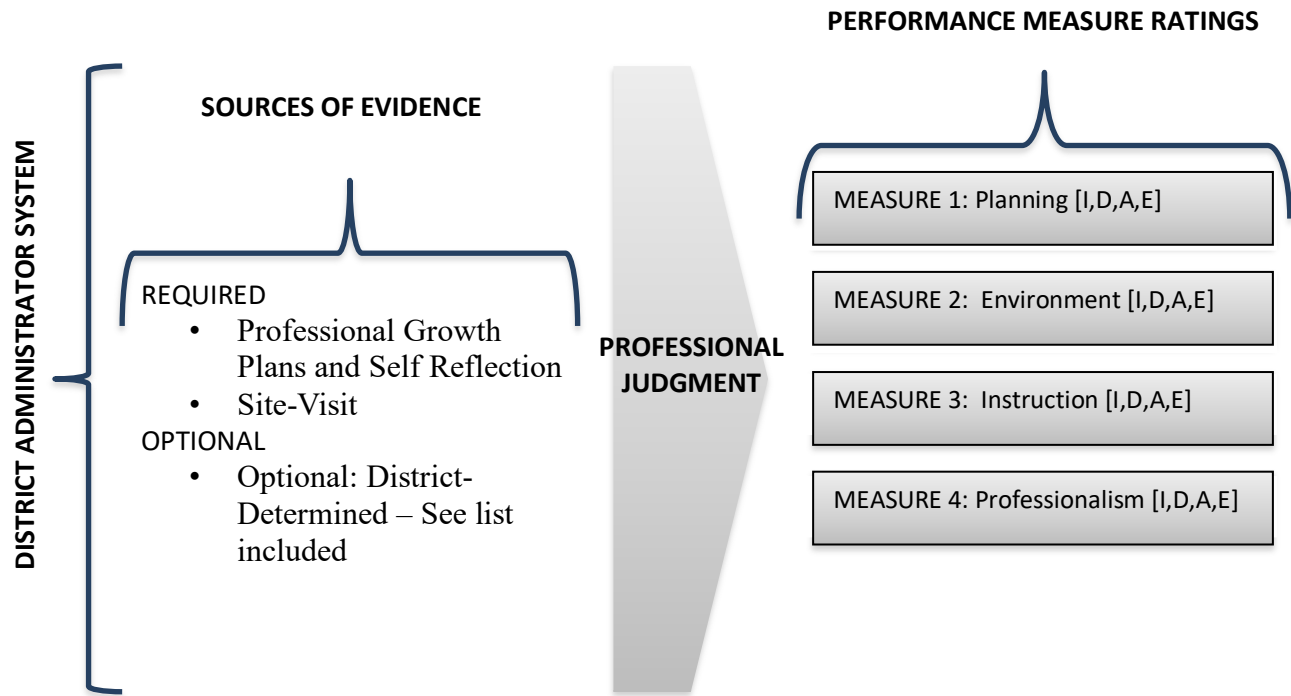
District process for how the evidences of site-visits will be documented

Evidences collected from site visits will be recorded in the district approved forms.

Determining the Overall Summative Rating

Superintendents are responsible for determining an Overall Summative Rating for each District Certified Personnel/Administrator at the conclusion of their summative evaluation year. The Overall Summative Rating is informed by the Superintendent's rating on each performance measure and any optional evidence that's been documented & submitted electronically.

- **Apply the District Decision Rules for determining an Overall Summative Rating.**
- **All summative ratings must be recorded in the district-approved forms.**
- **All summative forms will be documented in writing or electronically & stored in the official personnel record for summative evaluations or in the on-line employee evaluation management system as determined by the district.**
- **All evidence will be submitted & stored electronically or in the on-line employee evaluation management system as determined by the district.**
- **All CEP plan requirements are submitted & recorded electronically or in the on-line employee evaluation management system as determined by the district by using the district-approved forms in the Appendices.**
- **The evalutee may submit a written statement in response to the summative rating on the Summative Evaluation form & this response will be stored in the official personnel record or as an artifact in the on-line employee evaluation management system as determined by the district.**



CRITERIA FOR DETERMINING A DISTRICT ADMINISTRATOR'S OVERALL SUMMATIVE RATING

IF...	THEN...
District Administrator is rated EXEMPLARY in at least 2 of the measures and NO measure is rated DEVELOPING OR INEFFECTIVE	Summative Rating shall be EXEMPLARY
District Administrator is rated ACCOMPLISHED in at least 2 measures and NO measure is rated INEFFECTIVE	Summative Rating shall be ACCOMPLISHED
District Administrator is rated DEVELOPING in at least 2 measures	Summative Rating shall be DEVELOPING
District Administrator is rated INEFFECTIVE in 2 or more measures	Summative Rating shall be INEFFECTIVE

THE NEWPORT INDEPENDENT APPEALS PROCESS

(Applies to all Certified Positions except Superintendent)

Newport Independent Schools Evaluation Appeals Panel Hearing

PURPOSE

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. 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

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the procedures below. An Evaluation Appeals Hearing Request Form must be submitted to the chairperson of the appeals panel within five (5) days of the final summative evaluation in order to initiate a hearing.

1. Both the evaluatee and evaluator shall submit three (3) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the District Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either party involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
5. The hearing will be audiotaped, and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.

Appeals/Hearings

HEARINGS

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
 - a. Upholding all parts of the original evaluation.
 - b. Voiding the original evaluation or parts of it.
 - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

GRIEVANCE PROCEDURE AND PERSONNEL EVALUATION APPEALS PANEL

Evaluation Appeals Panel

As required by KRS 156.101 and 704 KAR 3:345, Newport Independent Schools shall elect annually two (2) certified members to serve on the Personnel Evaluation Appeals Panel. The terms of office shall be for one (1) year and run from July 1 to June 30.

Any teacher dissatisfied with a rating can appeal following a summative evaluation, within five (5) working days of the receipt of the evaluation. The employee has a right to a hearing, opportunity to review all documentation submitted by both parties reasonably in advance, right to presence of chosen representative and the opportunity to appeal to the KY Board of Education. **Please review the Board policies and procedures below for more information provided in the previous pages.**

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.)

APPENDIX A

TPGES FORMS

The following forms are included in this section:

- TPGES Professional Learning & Reflection Template
- TPGES Pre-Observation Form
- TPGES Post-Observation Form

APPENDIX B

OPGES FORMS

The following forms are included in this section:

- OPGES Forms & Templates for each Specific Job
 - OPGES Guidance Counselor/Social Worker
 - Professional Learning & Reflection Template
 - Pre-Observation Form
 - Post-Observation Form
 - OPGES Instructional Specialist/Coach
 - Professional Learning & Reflection Template
 - Pre-Observation Form
 - Post-Observation Form
 - OPGES Library Media Specialist
 - Professional Learning & Reflection Template
 - Pre-Observation Form
 - Post-Observation Form
 - OPGES School Psychologist/Diagnostician
 - Professional Learning & Reflection Template
 - Pre-Observation Form
 - Post-Observation Form
 - OPGES Therapeutic Specialist/Speech
 - Professional Learning & Reflection Template
 - Pre-Observation Form
 - Post-Observation Form

APPENDIX C

TPGES & OPGES FORMS

The following forms are included in this section and are utilized in BOTH the TPGES and OPGES Systems:

- TPGES/OPGES Review & Reflection Meeting Form
- TPGES/OPGES Summative Evaluation Form

APPENDIX D

PPGES FORMS

The following forms are included in this section:

- PPGES Professional Learning & Reflection Template
- PPGES Site Visit Form
- PPGES Summative Evaluation Form

APPENDIX E

OTHER DISTRICT PERSONNEL/ADMINISTRATOR FORMS

The following forms are included in this section:

- District Administrators Self-Reflection and Professional Learning Template
- District Administrators Site Visit Form
- District Administrators Summative Evaluation Form