

GRANT COUNTY SCHOOLS
Certified Personnel Evaluation Plan
2015



*Grant County Board of Education
820 Arnie Risen Blvd.
Williamstown, KY 41097*

Ronald G. Livingood, Superintendent

Superintendent Signature/Date

Ronald G. Livingood

Board Chairperson Signature/Date

5-14-2015

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2014-2015
Ron Livingood, Superintendent

Jennifer Wright,
District Evaluation Plan Contact

Monitoring evaluation training and implementing the Professional Growth and Effectiveness System.

Evaluation Committee Members

Leanne Adkins	Member Principal, MCE	Sara Cardin	Member Elementary Teacher, DRE
Angela Little	Curriculum Specialist, DRE	Deana Chandler	Member, Media Specialist, MCE
Rebecca Boden	Member District Office	Mindy Edgett	Member, Media Specialist, GCHS
Nancy Livingood	Member District Office	Barbara Jones	Member Middle School Teacher, GCMS
Heather Clay	Member Director of Student Instructional Services	Angela Lewis	Member High School Teacher, GCHS
David Fordyce	Member Principal, SES	Maggy Livingood	Member Elementary Teacher, SES
John Preston	Member Principal, GCMS	Kate Preyss	Member Middle School Teacher, GCMS
Claudette Herald	Member Principal, GCHS	Angela Rice	Member High School Teacher, GCHS
Jamie Kellam	Member District Office	Leigh Simpson	Member High School Teacher, GCHS
Bobbie Jo Pelfrey	Member Principal, DRE	Allison Stone	Member, School Psychologist
Ray Stanley	Member, Assistant Principal, GCMS	Heather Strain	Member Elementary Teacher, MCE
Nicole Davis	Member, Guidance Counselor	Martha West	Member Elementary Teacher, CMZ

INTRODUCTION

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

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- ☑ Promote the continuation of professional competence
- ☑ Identify areas for professional growth
- ☑ Assist in making personnel decisions

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

Non-tenured teachers, Other Professionals, and Central Office Administrators will be evaluated yearly and tenured teachers will be evaluated at least every three years following the requirement of the PGES system.

- The immediate supervisor of the evaluatee shall be designated as the primary evaluator.

Evaluators shall be trained and tested, and shall be approved by the department upon completion of the required evaluation training program and successful completion of testing.

Administrators will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the PPGES system.

The Superintendent will be evaluated annually by the local school board.

Evaluations will be documented on approved forms to become part of official personnel file.

ASSURANCES CERTIFIED EVALUATION PLAN

The Grant County School District hereby assures the Commissioner of Education that:

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

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within 30 calendar days of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop a Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:370. The PGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

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

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

Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on Thursday, May 14, 2015



Signature of District Superintendent

5-17-15

Date

Signature of Chairperson, Board of Education

5-12-15

Date

District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky's Elementary and Secondary Education Act (ESEA) flexibility waiver and the state's Race to the Top grant.

Roles and Definitions

1. **Appeals:** A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
2. **Artifact:** a product of a certified school personnel's work that demonstrates knowledge and skills.
3. **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 the Educational Professional Standards Board pursuant to 16 KAR 3:050.
4. **Certified Administrator:** 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 the Educational Professional Standards Board pursuant to 16 KAR 3:050.
5. **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.
6. **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.
7. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
8. **Evaluator:** the immediate supervisor/designee of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
9. **Evaluatee:** the certified school personnel who is being evaluated
10. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor.
11. **Formative Evaluation:** is defined by KRS 156.557(1)(a).
12. **Full Observation:** An observation that is conducted during a full class period.
13. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
14. **Individual Corrective Action Plan:** A plan whereby the primary evaluator, with input from the person being evaluated, develops a process to assist the evaluatee to address the deficiencies identified in the evaluation plan as "Ineffective."
15. **Job Category:** A group or class of certified school personnel positions with closely related functions.
16. **Local Contribution:** a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e., trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG).

17. **Local Formative Growth Measure:** is defined by KRS 156.557(1)(b).
18. **Mini Observation:** An observation that takes place during a partial class period.
19. **Non-Tenured Teacher:** a teacher on a “limited contract.” A “limited contract” shall mean a contract for the employment of a teacher for a term of one (1) year only or for that portion of the school year that remains at the time of employment.
20. **Observation:** a data collection process conducted by a certified observer for the purpose of evaluation and may include notes and professional judgments made during one (1) or more classroom or worksite visits of any duration, may include examination of artifacts, and may be conducted in person or through video.
21. **Observer Calibration:** the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
22. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
23. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
24. **Overall Student Growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
25. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district’s Professional Growth and Effectiveness System plan, who observes and documents another teacher’s professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
26. **Peer Observation:** An observation provided by a peer for the purpose of providing formative feedback to the evaluatee.
27. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
28. **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.
29. **Post-Conference:** A meeting between the evaluator and the certified personnel employee (evaluatee) to provide feedback from the evaluator, analyze results of an observation, review other evidence to determine the evaluatee’s accomplishments and areas for growth, and leading to the establishment of a professional growth plan.
30. **Pre-Conference:** A meeting between the evaluator and the certified personnel (evaluatee) to discuss the upcoming scheduled observation.
31. **Preschool Teacher:** A certified school personnel who holds a certificate required by 16 KAR 2:040 and who meets the preschool lead teacher qualifications required by 704 KAR 3:410, Section 7.

32. **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 Educational Professional Standards Board pursuant to 16 KAR 3:050.
33. **Professional Growth:** increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
34. **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.
35. **Professional Growth Goal:** measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
36. **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 the school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), (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.
37. **Professional Practice:** the demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
38. **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.
39. **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
40. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
41. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Smart, Measureable, Attainable, Realistic, Time-bound)
42. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
43. **State Contribution-**a rating based on each student's rate of change compared to other students within a similar test score history ("academic peers") expressed as a percentile.
44. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.

45. **Student Growth Goal:** a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator and that used local formative growth measures.
46. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
47. **Student Growth Goal Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
48. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teachers or other professional evaluatee.
49. **Summative Evaluation:** is defined by KRS 156.557(1)(d).
50. **Surveys:** Tools used to provide information to principals about perception of job performance.
51. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
52. **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.
53. **Tenured Teacher:** A teacher who is on a "continuing contract," shall mean a contract for the employment of a teacher which shall remain in full force and effect until the teacher resigns or retires, or until it is terminated or suspended as provided in KRS 161.790 and 161.800.
54. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
55. **VAL-ED Point of Contact:** person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
56. **Working Condition's Survey Goal:** A school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department- approved working conditions survey.

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

Section 1 - TEACHER

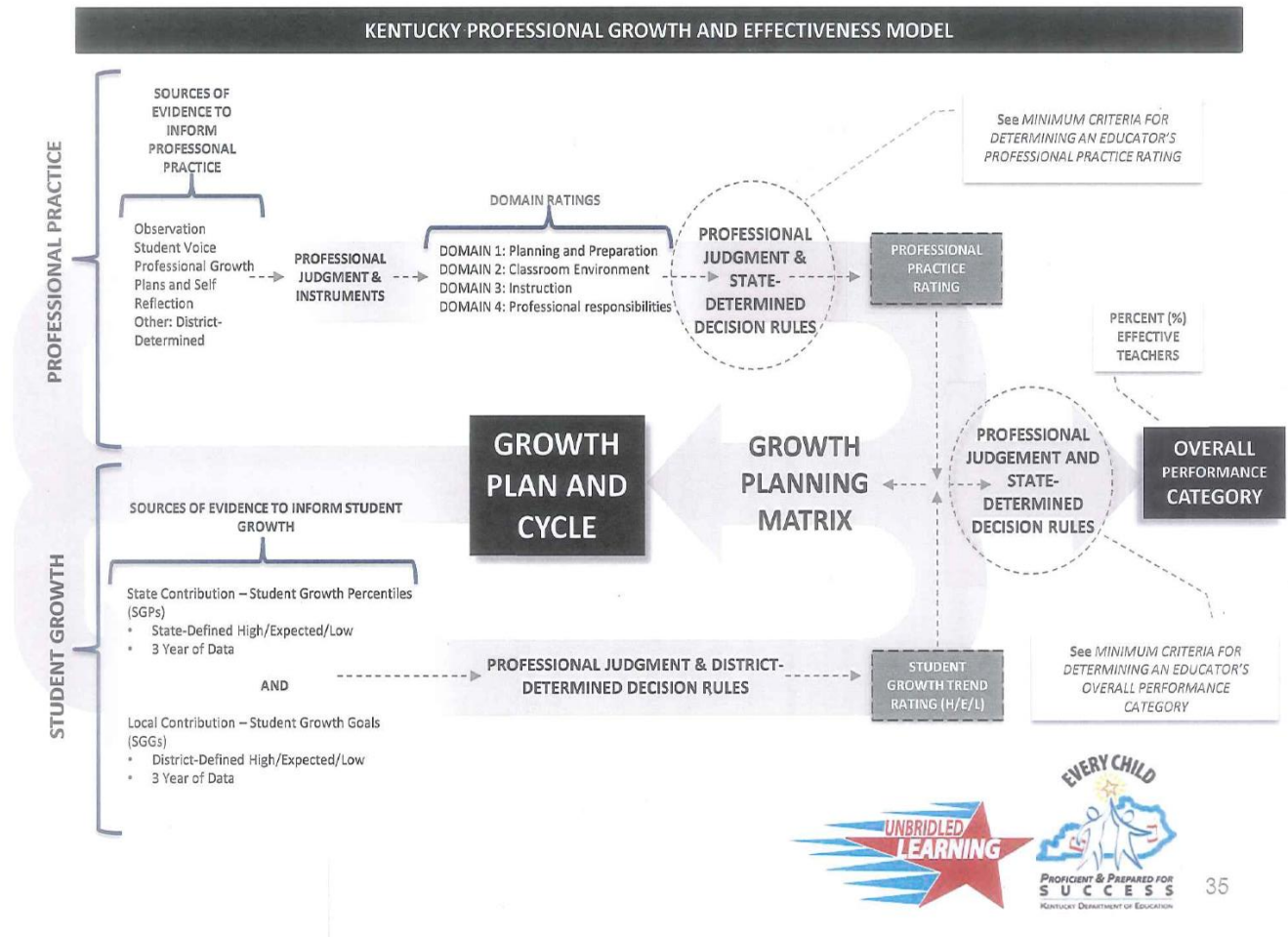
Professional Growth and Effectiveness Evaluation System – Certified Teacher

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

System Components

Overview:

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



There are neither numbers nor percentages that dictate ratings on domains and overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgement based on this evidence when evaluating an educator. The role of evidence and

professional judgment in the determination of ratings on domains and an overall rating is paramount in this process.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework. The four domains are:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

The immediate supervisor shall be designated as the primary evaluator. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Percentiles and/or Student Growth Goals

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and recorded in the state and/or district approved platform.

TPGES – Evaluation Timeline	
Evaluation Activity	Teacher Timeline
Explanation and Review of Certified Evaluation Process with Administration and Staff.	<ul style="list-style-type: none"> No later than the first thirty (30) calendar days of reporting for employment for each school year
Self-Reflection Professional Growth Plan – PGP's shall be aligned with school/district improvement plans Student Growth Goal	<ul style="list-style-type: none"> All teachers reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. By September 30th – All teachers complete the self-reflection process By October 15th – All teachers, in collaboration with the primary evaluator, create a professional growth plan and student growth goal to be approved annually by primary evaluator.
First Observation Window September 1 – January 31	<ul style="list-style-type: none"> See Observation Model Chart Observations may begin after the evaluation training takes place within the first month of employment. Ongoing self-reflection by teacher
Second Observation Window January 1 – April 30	<ul style="list-style-type: none"> See Observation Model Chart Ongoing self-reflection by teacher
Student Voice Surveys	<p>March Window</p> <ul style="list-style-type: none"> The results of the survey will be included as a source of data to inform each teacher's professional practice rating.
(Non-Tenured and Teachers on Summative Year) Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	<ul style="list-style-type: none"> Completed by the Summative Conference
Summative Evaluation Completed	<ul style="list-style-type: none"> On or before April 30th
Summative Evaluation Appeal	<ul style="list-style-type: none"> Within five (5) working days of the summative conference
Summative Evaluations to District Contact Person	<ul style="list-style-type: none"> On or before May 1st
(Teachers NOT in summative year) Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	<ul style="list-style-type: none"> Completed by May 31st
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

Professional Practice

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 classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

The Professional Growth Plans align with school and district improvement plans.

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

- Teachers shall complete the self-reflection in the state/district approved platform on or before September 30.
- In the event of a late hire and to ensure consistency with the evaluation process, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Teachers in their summative cycle will continuously self-reflect.
- Professional Growth Plans shall be completed in the state and/or district approved platform on or before October 15th of the school year and shall be reviewed annually.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a teacher's summative conference or by May 31st if the teacher is not in their summative year.

Observation

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

of observation is to encourage continued professional learning in teaching and learning through critical reflection.

- All observations must be documented in the state/district approved platform.
- Observations will take place for tenured teachers in their Summative Cycle every three years unless professional practice ratings dictate otherwise.
- Observations for non-tenured teachers shall occur every year.
- In the event of a late hire or teacher leave:
 - The primary evaluator will consult with the district evaluation plan contact to determine the observation schedule to comply with regulation.
 - In the event of an extended leave (60 consecutive days or more), the observation process may be reduced, however, the primary evaluator must conduct one (1) full observation.
 - If the evaluation process cannot be completed (1 full observation), due to extenuating circumstances, the evaluation process for the evaluatee will be suspended to the following year.
- The second mini observation by the administrator shall be an unscheduled observation.
- All full observations must be announced.
- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file. A complete observation cycle includes:
 - Four observations in the summative cycle. A minimum of three (3) observations conducted by the supervisor and one observation conducted by the peer.
 - The required peer observation must occur in the final year of the summative cycle.
 - Final observation is conducted by the supervisor and is a full observation.

- Administration will be responsible for at least one walkthrough observation of each tenured teacher, not on their summative year cycle. Walkthrough observations may be unannounced, however written and/or face to face feedback will be provided to the teacher within five (5) working days of the walkthrough observation. This occur yearly.

Grant County Observation Schedule TPGES (Progressive Model 3 and 1)				
Windows	Tenured (Summative Year, or Professional Practice Rating warrants Summative)	Non-Tenured Annual evaluations with multiple observations are required for non-tenured certified personnel.	KTIP	Tenured (Not Summative Year)
September 1 – January 31 (Observations may begin after the evaluation training takes place within the first thirty 30 calendar days of employment.)	Mini Observation by Administrator	Mini Observation by Administrator	Follow guidelines determined by the Kentucky Teacher Internship Program	Walkthrough And/or Mini Observation
	Mini Observation by Peer	Mini Observation by Peer		
	Mini Observation by Administrator	Mini Observation by Administrator		
January 1 – April 30	Full Observation by Administrator	Full Observation by Administrator		

**Evaluators may complete 1 mini observation during year 1 and year 2 of a tenured teacher’s non-summative year, thus leaving only the peer observation and the full observation in the summative year.*

** Multiple observations for **tenured teachers** when observation results yield an **ineffective** determination.*

Observation Conferencing Guidelines

Teachers and observers will adhere to the following observation conferencing requirements:

- Pre-Conferences for announced observations must be conducted at least two (2) working days prior to the observation and may be completed through written electronic correspondence and/or in person. Evaluators will communicate with the evaluatee the method in which to complete the pre-conference. Unscheduled observations do not require a pre-conference.
- All observations, mini and full, by administrator and peer MUST complete a face to face post conference within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data. This conference shall be face to face and completed by April 30.

Observer Certification and Calibration

To ensure consistency of observations, evaluators must complete the state approved observer certification process for an evaluator who is observing teachers for the purpose of evaluation.

- Evaluators shall successfully complete testing of research based-and professionally accepted teaching and management practices and effective evaluation techniques before conducting any observations for the purpose of evaluation.
- Principals in their first year shall receive training on all statutes and administrative regulations applicable to the evaluation of certified school personnel.

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

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

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under Observer Certification). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice.

Observer Certification and Calibration Cycle

Year 1	Year 2	Year 3	Year 4
Certification	Calibration	Calibration	Recertification
<p>1. Administration from district office will work with new observers to complete initial certification.</p> <p>2. In the event that an administrator does not pass after one attempt, a mentor will be provided for support. In the event that an administrator is unable to pass the assessment after the second attempt and is locked out of the system for 90 days a mentor will be provided as well as additional professional learning opportunities.</p> <p>3. In the event an evaluator is not certified through the state approved system and therefore unable to conduct observations, the district will assign evaluators to ensure that ALL teachers will have access to certified observers including the following options:</p> <ul style="list-style-type: none"> • District level personnel, certified through the state approved system will conduct the observation with the primary evaluator. • Administration (either in the building or in a different building) certified through the state approved system will conduct the observation with the primary evaluator. <p>Note: Observation data provided by a substitute observer is considered a valid source of evidence only if the primary evaluator participated (passively) in the observation.</p>	<p>1. The district will provide training, through the current state approved technology system for calibration before September 1st of the school year. Documentation of the calibration process will be kept on file at central office and will be available upon request.</p> <p>2. Calibration will include:</p> <ol style="list-style-type: none"> a. Accuracy in scoring teaching practice b. Awareness of the potential risk for rater bias c. Refresh observers knowledge of the training and scoring practice <p>3. Resources will be provided for those observers identified as needing additional support based on their calibration scores. (i.e. peer coaching, additional videos)</p>	<p>1. Certified evaluators will complete the required recertification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state approved certification vendor.</p>	

Peer Observation Process

A Peer observer will observe, collect, share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher’s practice, nor will peer observation data be shared with anyone other than the Observee unless permission is granted.

1. All teachers will receive a peer observation in their summative year.
2. Upon completion of the peer observation, the peer observer will inform the primary evaluator and appropriate documentation will be signed.

Selection Of:	Training:	Assignment:
<ol style="list-style-type: none"> 1. School administration will be responsible for selecting peer observers on a yearly basis. 	<ul style="list-style-type: none"> • District Office will be responsible for conducting peer observer training(s) annually. • Peer observers are required to complete the state developed training before an observation can take place. • All peer observers must complete the state developed training once every three (3) year. • Documentation of all training will be kept at the central office. 	<ul style="list-style-type: none"> • School administration will assign peer observers to evaluatee(s). • Teachers who do not have a like content related peer within their building, may utilize staff from other buildings to perform peer observer duties, as long as they have completed the required training.

Student Voice

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

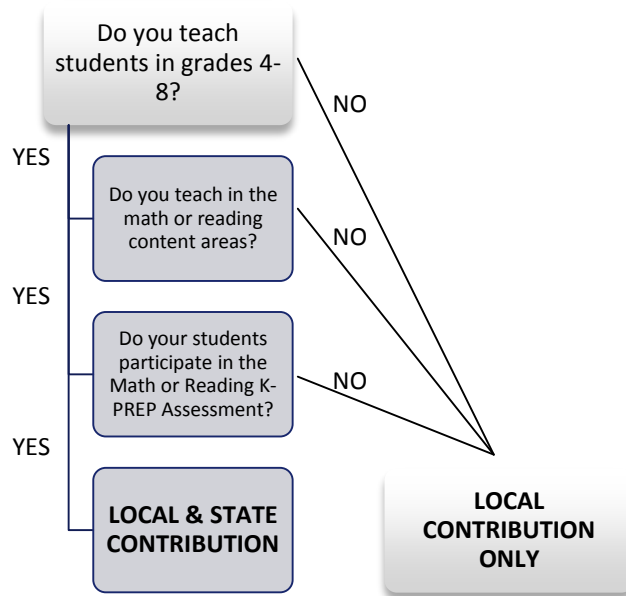
Student Voice Survey			
<ul style="list-style-type: none"> • The district student voice survey point of contact will be the Director of Elementary and the Director of Secondary. • The principal, or the principal’s designee, will determine the students that will participate in the survey. • Timeline for Student Voice Survey: Window given by KDE 			
<p>Required:</p> <ul style="list-style-type: none"> • All applicable teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students. • All teachers and appropriate administrative staff read, understand, and sign the district’s Student voice Ethics Statement. 	<p>Administration:</p> <ul style="list-style-type: none"> • The Student Voice Survey will be administered between the hours of 7AM and 5 PM local time. • The survey will be administered in the school. • To ensure equal access to all students, appropriate accommodations will be made for students with an IEP, 504 plan, or other situations as deemed necessary by administration. 	<p>Results:</p> <ul style="list-style-type: none"> • Results will be used to inform Professional Practice. • Formative years’ data will be used to inform Professional Practice in the summative year. • Survey data will only be considered when 10 or more students are respondents. 	<p>Student Selection:</p> <ul style="list-style-type: none"> • Self-contained classroom: All students in the self-contained classroom will take the survey. • Content Teachers (Reading, math, writing, social studies, science): One class will take the student voice survey. • Special Area Teachers (Art, Music, Computer, etc.): One class will take the student voice survey. • Special Education Teachers: Resource – If 10 or more students in the class, they will complete the student voice survey. Collaborative – One class will take the student voice survey.

Student Growth

The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains to teachers of the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:



State Contribution – Median Student Growth Percentiles (MSGP)

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The median SGP for a teacher’s class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

Local Contribution – Student Growth Goals (SGG)

The local contribution for the student growth measure is a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval

of instruction (i.e. trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG). All teachers, regardless of grade level and content area, will develop a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher in collaboration with the principal and will be grounded in the fundamentals of assessment quality (Clear Purpose, Clear Targets, Sound Design, Effective Communication, and Student Involvement).

Student Growth Goal Criteria:

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

Rigor Rubric of SGG's			
All teachers will write a student growth goal based on the following rigor rubric.			
	Acceptable	Needs Revision	Insufficient
Structure of Goal	Focuses on grade level standards-based enduring skill which students are expected to master.	Focuses on standards-based skill that does not match enduring skill criteria.	Is not standards-based
Appropriateness of Goal	Is congruent and appropriate for grade level/content area standards.	Is not congruent to content or grade level standards.	Is not congruent or appropriate for grade level and content area standards.
Area of Need	Identifies a specific area of need supported by data for current students.	Identifies a specific area of need, but lacks supporting data for current students.	Is not focused on a specific area of need.
Growth Targets/ Population	Includes growth and proficiency targets that establish and differentiate expected performance for ALL students.	Includes both a growth and proficiency target, but fails to differentiate expected performance for one or both targets.	Includes only a growth or proficiency target.
Interval of Time	Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction.	Specifies less than/more than a year-long/course-long interval of instruction.	Fails to specify an interval of instruction.
Baseline Data	Detailed information of class profile and disaggregated summary of pretest data are included.	Reference to pretest data without details.	No explicit statement of baseline data.
Assessment Measures	Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standard being addressed.	Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standard being addressed.	Identifies measures that do not assess the level of competency intended in the standards.

Rigor Protocol	<p>Step 1: Principal and teacher will meet to review and determine the measure used to determine student growth.</p> <p>Step 2: Using the administrative protocol, the teacher will create the measure to assess the student growth goal.</p> <p>Step 3: Baseline data will be collected by the teacher.</p> <p>Step 4: Instruction will be ongoing/Formative assessment collected/ PLC review of data</p> <p>Step 5: Final data collected</p> <p>Step 6: Principal and teacher will meet and use decision rules to determine results of student growth goal.</p>
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Sample Data Measures to Inform Student Growth

Pre-Test/Post-Test

Teachers will use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions.

Repeated Measures Design

Teachers will maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The teacher and principal will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.

Holistic Evaluation

Teachers will utilize a holistic evaluation of student growth by combining aspects of a pre- and post-test model with the regularity of a running records/repeated measures approach. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

Comparability

Teachers will be given a list of the acceptable means for measuring student growth which includes: pre/post- test, research based assessments, performance tasks, repeated measures or holistic evaluation. The Principal will then review the Student Growth Goal to ensure that the assessment used is comparable. Comparable in this instance means that the assessments used require students to demonstrate learning at similarly high levels.

Comparability of Student Growth Goals	
Administrative Protocol	The measures used to assess student growth goals will meet the following criteria: <ul style="list-style-type: none"> • Aligns with state standards • Meets the expected rigor of the standards • Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept • Measures accurately the growth of individual students • Allows high and low achieving students to adequately demonstrate their knowledge • Provides access and opportunity for all students, including students with disabilities, ELLs , and gifted/talented students • Provides sufficient data to inform future instruction

Determining Growth for a Single Student Growth Goal

The following decision rules will be used in determining the result of student growth (high, expected, low).

Grant County Schools – LOCAL SGG		
Decision Rules for Growth Component for Student Growth Goals		
Low	Expected	High
Achievement data from at least two points in time shows little to no evidence of growth for students.	Achievement data from at least two points in time show clear evidence of growth for most students.	Achievement data from at least two points in time show evidence of high growth for all or nearly all students.
Less than 69% of students showed expected growth	70%-84% of students showed expected growth	85% or more of students reached expected growth

Note: All students must show some level of measurable growth in order for a teacher to be at the expected or high growth level.

Grant County Schools – LOCAL SGG		
Decision Rules for Proficiency Component for Student Growth Goals		
Low	Expected	High
Below the interval constraints	Interval constraints will be plus/minus 10% of goal	Above the interval constraints

<u>Student Growth Goal</u>				
OVERALL DECISION MATRIX				
LOCAL				
G R O W T H C O M P O N E N T	HIGH	EXPECTED	HIGH	HIGH
	EXPECTED	EXPECTED	EXPECTED	HIGH
	LOW	LOW	EXPECTED	EXPECTED
		LOW	EXPECTED	HIGH
PROFICIENCY COMPONENT				

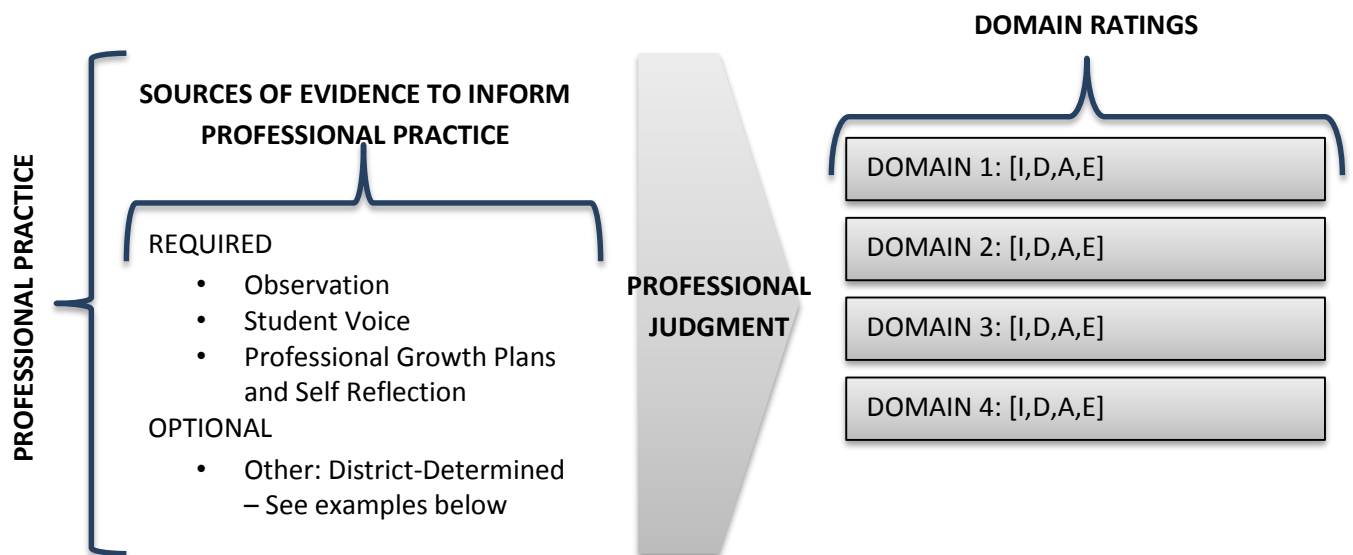
Determining the Overall Performance Category

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

Rating Professional Practice

The Kentucky Framework for Teaching stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.



- Evaluators will provide a summative rating for each domain based on evidence and professional judgment.

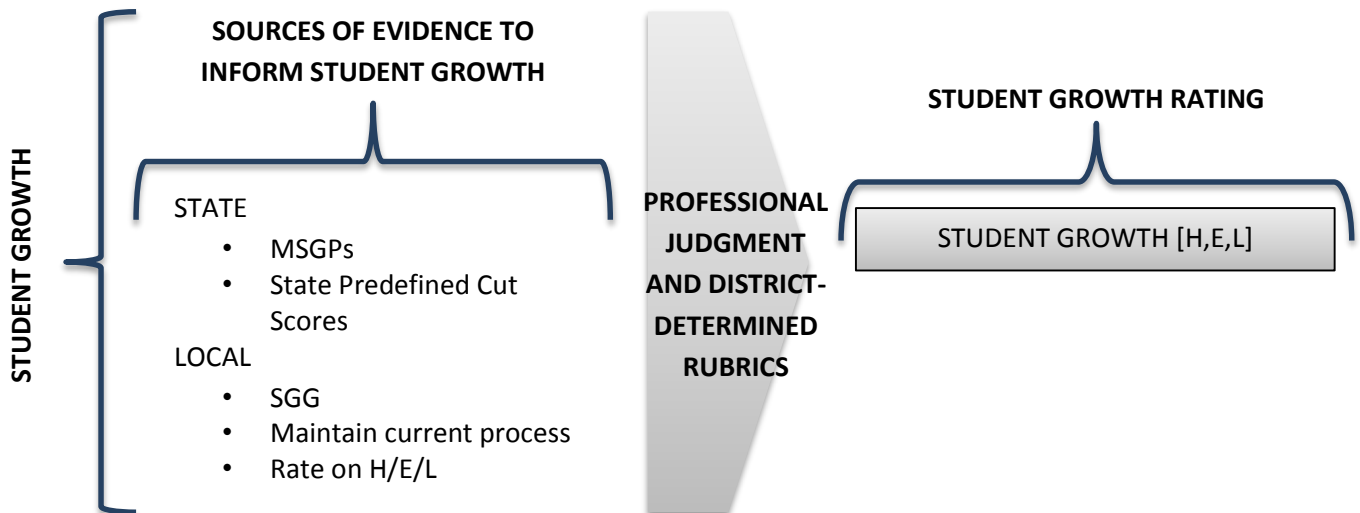
- Teachers may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains. The following are examples of other sources of evidence that can be used to support educator practice.
 - ✓ Program Review evidence
 - ✓ team-developed curriculum units
 - ✓ lesson plans
 - ✓ communication logs
 - ✓ timely, targeted feedback from mini or informal observations
 - ✓ student data records
 - ✓ student work
 - ✓ student formative and/or summative course evaluations/feedback
 - ✓ minutes from PLCs
 - ✓ teacher reflections and/or self-reflections
 - ✓ teacher interviews
 - ✓ teacher committee or team contributions
 - ✓ parent engagement surveys
 - ✓ records of student and/or teacher attendance
 - ✓ video lessons
 - ✓ engagement in professional organizations
 - ✓ action research
 - ✓ Other: Describe

- All ratings must be recorded in the state and district approved platform.

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Domains 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Rating Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Median Student Growth Rating must include data from SGG and MSGP (where available), and will be considered in a three year cycle (when available).



- SGG and MSGP(when available) will be used to determine overall Student Growth Rating
- Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating

Determining Growth for Teachers who have a State and Local Growth Goal:

The following decision rules will be used to rate overall student growth as low, expected, or high for teachers who have a State Student Growth Percentile rating and Local SGG rating.

STUDENT GROWTH GOAL <u>OVERALL DECISION MATRIX</u> STATE AND LOCAL				
S T A T E G R O W T H	HIGH	EXPECTED	HIGH	HIGH
	EXPECTED	EXPECTED	EXPECTED	HIGH
	LOW	LOW	EXPECTED	EXPECTED
		LOW	EXPECTED	HIGH
	LOCAL GROWTH			

The following decision rules will be used when multiple years of student growth are available:

District Decision for Multiple Years of Student Growth Data	
A teacher has any “LOW” ratings	CANNOT be rated as HIGH
Teacher has 50% or more of their ratings as “LOW”	SHALL be rated as LOW
Teacher has more than 50% of their ratings as “EXPECTED and/or HIGH”	CANNOT be rated as LOW

Determining the Final Overall Performance Category

Once the primary evaluator has determined the overall professional practice rating and the overall student growth rating the following decision rules shall be applied for determining the educator’s Final Overall Performance Category.

FINAL OVERALL PERFORMANCE CATEGORY FOR TEACHERS: PROFESSIONAL PRACTICE RATING + STUDENT GROWTH RATING		
CRITERIA FOR DETERMINING AN EDUCATOR’S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH TREND RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

- Summative evaluations will be documented in the state approved technology platform and the district's Summative Rating Sheet.
- Summative evaluations will be sent to the district evaluation plan contact by May 1st of each year.
- Summative evaluations will be placed in the teacher's personnel file.

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS				
PROFESSIONAL PRACTICE RATING	EXEMPLARY	<p>THREE YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • *One goal must focus on low outcome 	<p>THREE YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • *Formative review annually • Summative occurs at the end of year 3 		
	DEVELOPING	<p>ONE-YEAR DIRECTED CYCLE</p> <ul style="list-style-type: none"> • 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 	<p>THREE YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • 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 • Summative at end of year 3 	<p>THREE-YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually • Summative at end of year 3
	INEFFECTIVE	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal determined by evaluator • Focus on low performance area • Summative at end of plan 	<p>ONE-YEAR DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • 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 	
		LOW	EXPECTED	HIGH
OVERALL STUDENT GROWTH				

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an “Ineffective” domain rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the domain rating of “Ineffective” through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

Teacher Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Teacher: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Evidence:
1A – Knowledge of content and pedagogy	I	D	A	E	
1B – Demonstrating knowledge of students	I	D	A	E	
1C – Setting instructional outcomes	I	D	A	E	
1D – Demonstrating knowledge of resources	I	D	A	E	
1E – Designing coherent instruction	I	D	A	E	
1F – Designing student assessments	I	D	A	E	

2A – Creating an environment of respect and rapport	I	D	A	E	
2B – Establishing a culture for learning	I	D	A	E	
2C – Managing classroom procedures	I	D	A	E	
2D – Managing student behavior	I	D	A	E	
2E – Organizing physical space	I	D	A	E	

3A – Communicating with students	I	D	A	E	
3B – Questioning and discussion techniques	I	D	A	E	
3C – Engaging students in learning	I	D	A	E	
3D – Using assessment in instruction	I	D	A	E	
3E – Demonstrating flexibility and responsiveness	I	D	A	E	

4A – Reflecting on teaching	I	D	A	E	
4B – Maintaining accurate records	I	D	A	E	
4C – Communicating with families	I	D	A	E	
4D – Participating in a professional community	I	D	A	E	
4E – Growing and developing professionally	I	D	A	E	
4F – Showing professionalism	I	D	A	E	

Check those that apply

Observation Window 1
 Full Observation
 Tenured Teacher
 Mini Observation
 Non-tenured Teacher
 Observation Window 2

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

 Evaluatee’s Signature Date Evaluator’s Signature Date

Section 2 - OPGES

Other Professionals Identified as: Media Specialists, Counselors, Speech Therapists, Psychologists, Curriculum Specialists

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. OPGES is a portion of the PGES system designed for Other Professionals who have a nontraditional educational setting.

The Frameworks for Teaching for Other Professionals are research-based sets of components of instruction that are grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into multiple standards clustered into four domains of teaching responsibility:

1. Planning and Preparation
2. The Environment
3. Delivery of Service
4. Professional Responsibilities

Frameworks for Teaching for Other Professionals are designed for the unique professional responsibilities of these specialists.

Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

The immediate supervisor shall be designated as the primary evaluator. Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Percentiles and/or Student Growth Goals

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and recorded in the state/district approved platform.

OPGES – Evaluation Timeline	
Evaluation Activity	Other Professional Timeline
Explanation and Review of Certified Evaluation Process with Administration and Staff.	Completed the first thirty (30) calendar days after reporting to work.
Self-Reflection Professional Growth Plan – PGP's shall be aligned with school/district improvement plans Student Growth Goal (Refer to OPGES Decision Rules Chart for clarification)	<ul style="list-style-type: none"> All OPGES professionals reflect on his/her current growth needs based on multiple sources of data and identifies an area or areas for focus. By September 30th – Complete the self-reflection By October 15th – In collaboration with the primary evaluator, create a professional growth plan and student growth goal.
Observation Window September 1 – April 30	<ul style="list-style-type: none"> Observations may begin after the evaluation training takes place within the first month of employment. A peer observation/workplace visit will occur before the primary evaluator completes their formal observation One formal observation/workplace visit is required for OPGES professionals; more if determined as a need by the primary evaluator Self-reflection by OPGES professional will continue throughout the year.
Student Voice Surveys	March Window <ul style="list-style-type: none"> The results of the survey will be included as a source of data to inform professional practice rating.
Summative Self-Reflection Professional Growth Plan Review Student Growth Goal	<ul style="list-style-type: none"> Completed by the Summative Conference
Summative Evaluation Completed	<ul style="list-style-type: none"> On or before April 30th
Summative Evaluation Appeal	<ul style="list-style-type: none"> Within five (5) working days of the summative conference
Summative Evaluations to District Contact Person	<ul style="list-style-type: none"> On or before May 1st
Corrective Action Plan	As Needed Throughout the Process

Professional Practice

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 classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, other professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

The Professional Growth Plans align with school and district improvement plans.

Reflective practices and professional growth planning are iterative processes. The 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.

- Other professionals shall complete the self-reflection in the state/district approved platform on or before September 30.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the timeline for completing the self-reflection and professional growth plan.
- Other Professionals will continuously self-reflect.
- Professional Growth Plans shall be completed in the state and/or district approved platform on or before October 15th of the school year.
- Professional Growth Plans shall be aligned with school/district improvement plans.
- The summative self-reflection and final review of the professional growth plan will be completed at a other professionals summative conference on or before April 30th.

OBSERVATION/WORKPLACE VISIT

Observation is one source of evidence that contributes to an educator's Overall Professional Practice Rating. For some categories of Other Professionals, observations may look more like a workplace visit to meet the confidentiality needs of their work.

All observations will include a post-observation conference where Other Professionals and primary evaluators will have a conversation about how the evidence collected during the observation aligns with the Kentucky Framework for Teaching-Specialist Frameworks.

The power of observation lies in its ability to provide feedback and analytical reflection necessary for Other Professionals to make intentional changes to their professional practices.

- All observations must be documented in the state/district approved platform.
- One Observation or Workplace visit will take place every year, before April 30, unless professional practice ratings dictate otherwise.
- In the event of a late hire or teacher leave:
 - The primary evaluator will consult with the district evaluation plan contact to determine the observation schedule to comply with regulation.
 - In the event of an extended leave (60 consecutive days or more), the observation process may be reduced, however, the primary evaluator must conduct one (1) full observation.
 - If the evaluation process cannot be completed (1 full observation), due to extenuating circumstances, the evaluation process for the evaluatee will be suspended to the following year.
- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file. A complete observation cycle includes:
 - Four observations in the summative cycle. A minimum of three (3) observations conducted by the supervisor and one observation conducted by the peer.
 - The required peer observation must occur in the final year of the summative cycle.
 - Final observation is conducted by the supervisor and is a full observation.

Observation Conferencing

Pre-Observation Conferences

- This is an important time for Observers of Other Professions to make sure they have a clear understanding of the specifics of the Other Professional's Specialist Framework.
- The pre-observation must be conducted at least two (2) working days prior to the observation/workplace visit. Evaluators will communicate with the evaluatee the method in which to complete the pre-conference. The pre-observation visit may occur by email, phone, face to face, or other methods.

Post-Observation Conferences

- Other Professionals will meet with their observer for a post-observation conference within five school days of their observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Other Professional Growth and Effectiveness data. This conference shall be face to face and completed by April 30.

Observer Certification and Calibration

- Observers receive initial certification and go through yearly calibration in the state approved technology platform to ensure inter-reliability across the commonwealth of Kentucky. Observers of Other Professionals should also review the [Observation Guidance for Other Professionals](#) document located on the KDE website. When observing Guidance Counselors, primary evaluators can also review the [ASCA National Model](#), which provides resources for effective counseling programs.

Peer Observation

The purpose of Peer Observation is for Other Professionals to receive formative feedback from a peer to help improve their practice. The Peer Observation is only shared between the Other Professional and the peer and is an opportunity for teachers to engage in collegial conversations concerning pedagogical practice.

Other Professionals should guide the observation process. Empowering other professionals to share with peers their expectations from this partnership will allow peers to more effectively tailor their feedback.

A peer observer will not necessarily observe all four domains during the Peer Observation/Workplace Visit. As peer observation is for professional feedback only, no score is given, the teacher may guide the peer observer to 'look for' specific areas. Since only one peer observation is required, a peer observer very well may not see all four domains or even each component in one domain.

- School administration will be responsible for selecting peer observers annually. These selected peers will be placed on a district list to be used by other professionals.
- Peer observers are to complete the state developed training before an observation/workplace visit can take place. All peer observers must complete the state developed training once every three (3) year.
- The district will be responsible for assuring training of all peer observers. Documentation of all training will be kept at the central office.
- All other professionals will receive at least one (1) peer observation/workplace visit each year.
- School administration will assign peer observers to evaluatee(s).
- Other professionals who do not have a like content related peer within their building, may utilize staff from other buildings to perform peer observer duties, as long as they have completed the required training.
- Upon completion of the peer observation, the peer observer will inform the primary evaluator and appropriate documentation will be signed.

Student Voice Survey

The Student Voice Survey is a classroom level reporting system used to provide formative feedback and evidence of effectiveness to classroom teachers and school administrators. Additionally, it is one source of evidence used to determine an educator's Overall Professional Practice Rating.

- All other professionals will participate in the student voice survey.
- No minimum number of students or minimum class sessions are need to complete the student voice survey.
- Surveys are administered throughout the year as other professionals deliver services to students and must adhere to the requirements found in the TPGES section.
- Surveys are completed using the district determined platform.
- Results compiled and reported to the other professional during the summative evaluation conference.
- The district student voice survey point of contact is the Director of Secondary Schools and the Director of Elementary Schools

Student Growth

All Other Professionals will develop a minimum of one (1) Student Growth Goals based on their individual caseloads. Student Growth along with an educator's Overall Professional Practice Rating determines an educator's Overall Performance Category.

OPGES Decision Rules for Student Growth	
Is my primary role to work with classes on a daily, weekly, or other predetermined schedule?	
YES	NO
Use content area student standards to identify an enduring skill used to create growth goals for a student group.	May develop student growth goals similar to principal or administration
May be based on grade level, class, or skill	May use school report card targets
Librarians may use AASL student standards	May use goals similar to the teacher(s) the other professional supports
Counselor use ASCA student standards	
Therapeutic Specialists use KCAS ELA or other classroom based student standards	

Local Contribution – Student Growth Goals (SGG)

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

Student Growth Goal Criteria:

- The SGG is congruent with Kentucky Core Academic Standards or national standards of the job classification. They should be appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

Rigor and Comparability of Student Growth Goals

In order to ensure both rigor and comparability in the district's SGG process, all other professionals will write a student growth goal based on the criteria of the Rigor Rubric and Comparability protocol. Other professionals will use this rubric to create and assess the rigor and comparability of the SGG's. If applicable, initial drafts of SGGs shall be presented to colleagues in a PLC for peer review and feedback, using the rubric, before being submitted to the primary evaluator.

Rigor Rubric of SGG's			
All professionals will write a student growth goal based on the following rigor rubric.			
	Acceptable	Needs Revision	Insufficient
Structure of Goal	Focuses on standards-based enduring skill which students are expected to master.	Focuses on standards-based skill that does not match enduring skill criteria.	Is not standards-based
Appropriateness of Goal	Is congruent and appropriate based on professional's standards.	Is not congruent to professional's standards.	Is not congruent or appropriate to professional's standards.
Area of Need	Identifies a specific area of need supported by data for current students.	Identifies a specific area of need, but lacks supporting data for current students.	Is not focused on a specific area of need.
Growth Targets/ Population	May include growth and proficiency targets that establish and differentiate expected performance for ALL students.	May include both a growth and proficiency target, but fails to differentiate expected performance for one or both targets.	Fails to include a growth or proficiency target.
Interval of Time	Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction.	Specifies less than/more than a year-long/course-long interval of instruction.	Fails to specify an interval of instruction.
Baseline Data	Detailed information and disaggregated summary of pretest data are included.	Reference to pretest data without details.	No explicit statement of baseline data.
Assessment Measures	Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standard being addressed.	Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standard being addressed.	Identifies measures that do not assess the level of competency intended in the standards.

Comparability

Other professionals will be given a list of the acceptable means for measuring student growth which includes: pre/post- test, research based assessments, performance tasks, repeated measures or holistic evaluation. The primary evaluator will then review the Student Growth Goal to ensure that the assessment used is comparable. Comparable in this instance means that the assessments used require students to demonstrate learning at similarly high levels.

Sample Data Measures to Inform Student Growth

Pre-Test/Post-Test

Professionals will use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions.

Repeated Measures Design

Professionals will maintain a record of results on short measures that allow students to act on the information obtained from each measure, repeated throughout the length of the SGG. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. The professional and the primary evaluator will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.

Holistic Evaluation

Professionals will utilize a holistic evaluation of student growth by combining aspects of a pre- and post-test model with the regularity of a running records/repeated measures approach. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section.

Rigor Protocol	<p>Step 1: Primary Evaluator and professional will meet to review and determine the measure used to determine student growth.</p> <p>Step 2: Using the administrative protocol, the professional will create the measure to assess the student growth goal.</p> <p>Step 3: Baseline data will be collected by the professional.</p> <p>Step 4: Instruction will be ongoing/Formative assessment collected/ PLC review of data</p> <p>Step 5: Final data collected</p> <p>Step 6: Primary Evaluator and professional will meet and use decision rules to determine results of student growth goal.</p>
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Comparability of Student Growth Goals	
Administrative Protocol	<p>The measures used to assess student growth goals will meet the following criteria:</p> <ul style="list-style-type: none"> • Aligns with state standards • Meets the expected rigor of the standards • Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept • Measures accurately the growth of individual students • Allows high and low achieving students to adequately demonstrate their knowledge • Provides access and opportunity for all students, including students with disabilities, ELLs , and gifted/talented students • Provides sufficient data to inform future instruction

Determining Growth for a Single Student Growth Goal

The following decision rules will be used in determining the result of student growth (high, expected, low).

Grant County Schools – LOCAL SGG		
Decision Rules for Growth Component for Student Growth Goals		
Low	Expected	High
Data from at least two points in time shows little to no evidence of growth for students.	Data from at least two points in time show clear evidence of growth for most students.	Data from at least two points in time show evidence of high growth for all or nearly all students.
Less than 69% of students showed growth	70%-84% of students showed desired growth	85% or more of students reached desired growth

Grant County Schools – LOCAL SGG		
Decision Rules for Proficiency Component for Student Growth Goals		
Low	Expected	High
Below the interval constraints	Interval constraints will be plus/minus 10% of goal	Above the interval constraints

Note: All students must show some level of measurable growth in order for a teacher to be at the expected or high growth level.

Student Growth Goal OVERALL DECISION MATRIX LOCAL				
G R O W T H C O M P O N E N T	HIGH	EXPECTED	HIGH	HIGH
	EXPECTED	EXPECTED	EXPECTED	HIGH
	LOW	LOW	EXPECTED	EXPECTED
		LOW	EXPECTED	HIGH
		PROFICIENCY COMPONENT		

Determining the Overall Performance Category

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

Rating Professional Practice

The Kentucky Framework for Other Professionals stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific domains. Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Supervisors will organize and analyze evidence for each individual professional based on these concrete descriptions of practice.

Supervisors and professionals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of a professional's cycle.

- Evaluators will provide a summative rating for each domain based on evidence and professional judgment.
- Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the professional's practice within the domains. The following are examples of other sources of evidence that can be used to support professional practice.

- ✓ Program Review evidence
- ✓ team-developed curriculum units
- ✓ lesson plans
- ✓ communication logs
- ✓ timely, targeted feedback from mini or informal observations
- ✓ student data records
- ✓ student work
- ✓ student formative and/or summative course evaluations/feedback
- ✓ minutes from PLCs
- ✓ reflections and/or self-reflections
- ✓ committee or team contributions
- ✓ parent engagement surveys
- ✓ records of student and/or professional's attendance
- ✓ video lessons
- ✓ engagement in professional organizations
- ✓ action research
- ✓ Other: Describe

- All ratings must be recorded in the state/district approved platform.
- Evaluators will apply state decision rules for determining a professional's professional practice. (See chart below.)

MINIMUM CRITERIA FOR DETERMINING A PROFESSIONAL'S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
Domains 2 and 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

Rating Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available).

- SGG will be used to determine overall Student Growth Rating
- Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating

<u>District Decision for Multiple Years of Student Growth Data</u>	
A teacher has any "LOW" ratings	CANNOT be rated as HIGH
Teacher has 50% or more of their ratings as "LOW"	SHALL be rated as LOW
Teacher has more than 50% of their ratings as "EXPECTED and/or HIGH"	CANNOT be rated as LOW

Determining the Final Overall Performance Category

Once the primary evaluator has determined the overall professional practice rating and the overall student growth rating the following decision rules shall be applied for determining the professional's Final Overall Performance Category.

FINAL OVERALL PERFORMANCE CATEGORY FOR PROFESSIONALS: PROFESSIONAL PRACTICE RATING + STUDENT GROWTH RATING		
CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

- Summative evaluations will be documented in the state approved technology platform and the district's Summative Rating Sheet.
- Summative evaluations will be sent to the district evaluation plan contact by May 1st of each year.
- Summative evaluations will be placed in the professional's personnel file.

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help professionals determine the type of Professional Growth Plan and the length of the summative cycle.

TYPE AND LENGTH OF EDUCATOR PLAN FOR PROFESSIONALS				
PROFESSIONAL PRACTICE RATING	EXEMPLARY	<p>THREE YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • *One goal must focus on low outcome 	<p>THREE YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • *Formative review annually • Summative occurs at the end of year 3 		
	DEVELOPING	<p>ONE-YEAR DIRECTED CYCLE</p> <ul style="list-style-type: none"> • 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 	<p>THREE YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • 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 • Summative at end of year 3 	<p>THREE-YEAR SELF-DIRECTED CYCLE</p> <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually • Summative at end of year 3
	INEFFECTIVE	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal determined by evaluator • Focus on low performance area • Summative at end of plan 	<p>ONE-YEAR DIRECTED GROWTH PLAN</p> <ul style="list-style-type: none"> • 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 	
		LOW	EXPECTED	HIGH
OVERALL STUDENT GROWTH				

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an “Ineffective” domain rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the domain rating of “Ineffective” through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

Guidance Counselor Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Guidance Counselor: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of counseling theory and techniques	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development	I	D	A	E	
1C - Establishing goals for the counseling program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	I	D	A	E	
1E - Plan in the counseling program integrated with the regular school program	I	D	A	E	
1F - Developing a plan to evaluate the counseling program	I	D	A	E	
2A - Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a culture for productive communication	I	D	A	E	
2C - Managing routines and procedures	I	D	A	E	
2D - Establishing standards of conduct and contributing to the culture for student behavior throughout the school	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Assessing student needs	I	D	A	E	
3B - Assisting students and teachers in the formulation of academic personal social and career plans based on knowledge of student needs	I	D	A	E	
3C - Using counseling text makes an individual and classroom programs	I	D	A	E	
3D - Brokering resources to meet needs	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Maintaining records and submitting them in a timely fashion	I	D	A	E	
4C - Communicating with families	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Guidance Counselor Signature/Date

Observer Signature/Date

Curriculum Specialist Observation Instrument

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Instructional Specialist: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Evidence:
1A - Demonstrating knowledge of current trends in specialty area and professional development	I	D	A	E	
1B - Demonstrating knowledge of the school's program and levels of teacher skill in delivering that program	I	D	A	E	
1C - Establishing goals for the instructional support program appropriate to the setting and the teachers served	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the instructional support program integrated with the overall school program	I	D	A	E	
1F - Developing a plan to evaluate the instructional support program	I	D	A	E	
2A - Creating an environment of trust and respect	I	D	A	E	
2B - Establishing a culture for ongoing instructional improvement	I	D	A	E	
2C - Establishing clear procedures for teachers to gain access to the instructional support	I	D	A	E	
2D - Establishing and maintaining norms of behavior for professional interactions	I	D	A	E	
2E - Organizing physical space for workshops or training	I	D	A	E	
3A - Collaborating with teachers in the design of instructional units and lessons	I	D	A	E	
3B - Engaging teachers in learning new instructional skills	I	D	A	E	
3C - <i>Sharing expertise with staff</i>	I	D	A	E	
3D - Locating resources for teachers to support instructional improvement	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Preparing and submitting budgets and reports	I	D	A	E	
4C - Coordinating work with other instructional specialists	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity and confidentiality	I	D	A	E	

Curriculum Specialist Signature/Date

Observer Signature/Date

Media Specialist Observation Instrument

Directions: Completed by principal. Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Library Media Specialist: [Click here to enter text.](#) **School:** [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Evidence:
	I	D	A	E	
1A - Demonstrating Knowledge of Content Curriculum and Process	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C- Supporting Instructional Goals	I	D	A	E	
1D - Demonstrating Knowledge and Use of Resources	I	D	A	E	
1E - Demonstrating a Knowledge of Literature and Lifelong Learning	I	D	A	E	
1F - Collaborating in the Design of Instructional Experiences	I	D	A	E	
2A- Creating an environment of respect and rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Library Procedures	I	D	A	E	
2D - Managing student behavior	I	D	A	E	
2E - Organizing physical space	I	D	A	E	
3A - Communicating Clearly and Accurately	I	D	A	E	
3B - Using Questioning and Research Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Assessment in Instruction (whole class, one-on-one and small group)	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Practice	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with School Staff and Community	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F Collection Development and Maintenance	I	D	A	E	
4G- Managing the Library Budget	I	D	A	E	
4H- Managing Personnel	I	D	A	E	
4I- Professional ethics	I	D	A	E	

Media Specialist Signature/Date

Observer Signature/Date

Psychologist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Psychologist: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in using psychological instruments to evaluate students	I	D	A	E	
1B - Demonstrating knowledge of child and adolescent development and psychopathology	I	D	A	E	
1C - Establishing goals for the psychology program appropriate to the setting and the students served	I	D	A	E	
1D - Demonstrating knowledge of state and federal regulations and the resources both within and beyond the school and district	I	D	A	E	
1E - Planning the psychology program integrated with the regular school program to meet the needs of individual students and including prevention	I	D	A	E	
1F - Developing a plan to evaluate the psychology program	I	D	A	E	
2A- Establishing rapport with students	I	D	A	E	
2B - Establishing a culture for positive mental health throughout the school	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the testing center	I	D	A	E	
2E - Organizing physical space for testing the students and storage of materials	I	D	A	E	
3A - Responding to referrals consulting with teachers and administrators	I	D	A	E	
3B - Evaluating student needs and compliance with national Association of school psychologists NASP guidelines	I	D	A	E	
3C - Chairing evaluation team	I	D	A	E	
3D - Planning interventions to maximize student's likelihood of success	I	D	A	E	
3E - Maintaining contact with physicians and community mental health service providers	I	D	A	E	
3F- Demonstrating flexibility and responsiveness					
4A - Reflecting on practice	I	D	A	E	
4B - Communicating with families	I	D	A	E	
4C - Maintaining accurate records	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism	I	D	A	E	

Psychologist Signature/Date

Observer Signature/Date

Therapeutic Specialist Observation Instrument

Directions: Highlight a rating for each component and then match evidence from your observation notes to explain the rating for each component. Text boxes expand to accommodate multiple evidence examples.

Therapeutic Specialist: [Click here to enter text.](#)

School: [Click here to enter text.](#)

Evaluator: [Click here to enter text.](#)

Date: [Click here to enter text.](#)

Component:	Rating:				Evidence:
1A - Demonstrating knowledge and skill in the specialist therapy area holding the relevant certificate or license	I	D	A	E	
1B - Establishing goals for the therapy program appropriate to the setting and the students served	I	D	A	E	
1C - Demonstrating knowledge of District state and federal regulations and guidelines	I	D	A	E	
1D - Demonstrating knowledge of resources both within and beyond the school and district	I	D	A	E	
1E - Planning the therapy program integrated with the regular school program to meet the needs of individual students	I	D	A	E	
1F - Developing a plan to evaluate the therapy program	I	D	A	E	
2A - Establishing rapport with students	I	D	A	E	
2B - Organizing time effectively	I	D	A	E	
2C - Establishing and maintaining clear procedures for referrals	I	D	A	E	
2D - Establishing standards of conduct in the treatment center	I	D	A	E	
2E - Organizing physical space for testing of students and providing therapy	I	D	A	E	
3A - Responding to referrals and evaluating student needs	I	D	A	E	
3B - Developing and implementing treatment plans to maximize student s success	I	D	A	E	
3C - Communicating with families	I	D	A	E	
3D - Collecting information; writing reports	I	D	A	E	
3E - Demonstrating flexibility and responsiveness	I	D	A	E	
4A - Reflecting on practice	I	D	A	E	
4B - Collaborating with teachers and administrators	I	D	A	E	
4C - Maintaining an effective data management system	I	D	A	E	
4D - Participating in a professional community	I	D	A	E	
4E - Engaging in professional development	I	D	A	E	
4F - Showing professionalism including integrity advocacy and maintaining confidentiality	I	D	A	E	

Therapeutic Specialist Signature/Date

Observer Signature/Date

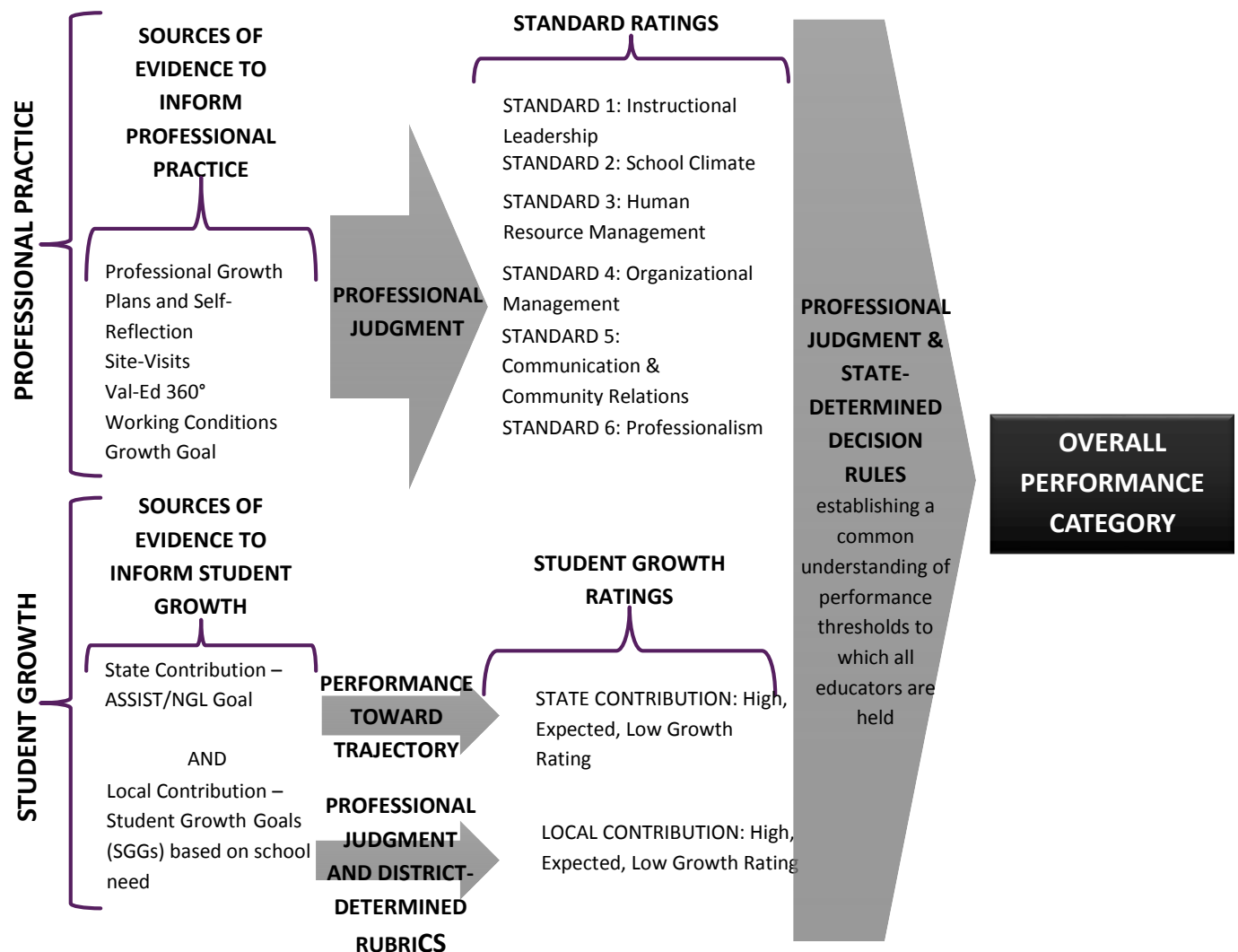
SECTION 3 - PPGES

Principal Professional Growth and Effectiveness System – Principal and Assistant Principal

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

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 is grounded in a common framework: the Principal Performance Standards.

Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of:

<p>1. Instructional Leadership The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p>
<p>2. School Climate The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p>
<p>3. Human Resources Management The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p>
<p>4. Organizational Management The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>
<p>5. Communication and Community Relations The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</p>
<p>6. Professionalism The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>

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 professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". 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, 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
 - Site-Visits
 - Val-Ed 360°
 - Working Conditions Goal (Based on TELL KY)
 - State and Local Student Growth Goal data

- Evaluators may use the following categories of evidence in determining overall ratings:
 - Other Measures of Student Learning
 - Products of Practice
 - Other Sources (e.g. surveys)

- Evaluations will be documented on approved forms to become part of the official personnel file.

- A copy of the evaluation is provided to the evaluatee.

- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

PPGES Evaluation Timeline	
<ul style="list-style-type: none"> All principals and assistant principals will participate in self-reflection and professional growth planning each year. Administrators receive summative evaluations annually 	
Evaluation Activity	Principal Timeline
Explanation and Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> Completed within the first month after reporting to work.
Self-Reflection	<ul style="list-style-type: none"> By September 30th –Principals and assistants will reflect on the performance standards, data from Val-Ed, TELL, achievement data, non-academic measures, superintendent feedback, etc. prior to completion of PGP and SGG
Professional Growth Plan Student Growth Goals TELL Working Conditions Goal	<ul style="list-style-type: none"> By October 15th – All principals, in collaboration with the Superintendent or designee, create a professional growth plan, one working conditions goal, state and local growth goals Assistant principal(s) develop their own Professional Growth Plan but will inherit the goals of the principal. Completed by October 15th.
Beginning of Year Conference	<ul style="list-style-type: none"> To be completed prior to October 15th.
First Site Visit Mid-Year Review of Goals	<ul style="list-style-type: none"> October 1st – January 30th The Mid-Year Conference is to be completed prior to January 30th
Second Site Visit and End of Year Review of Goals	<ul style="list-style-type: none"> February 1st – April 30th The End of Year Review is to be completed prior to April 30th
Assistant Principal Observation	<ul style="list-style-type: none"> October 1st – April 30th 1 Observation required; Multiple Observations if needed as determined by the primary evaluator
Val-Ed or TELL Kentucky Survey	<ul style="list-style-type: none"> During the window Val-ED and TELL Kentucky are conducted in the Spring of alternating years.
Summative Evaluation Completed	<ul style="list-style-type: none"> By April 30th The end of year review will serve as the summative evaluation conference for principals and assistant principals Evaluations will be documented on approved forms to become part of official personnel file housed in central office
Corrective Action Plan	<ul style="list-style-type: none"> As needed throughout the process

Professional Practice

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

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

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

- 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.
- In the event of a late hire, the Superintendent or designee will consult with the district evaluation plan contact to determine the PGP and self-reflection timeline.

Site-Visits – completed by supervisor of principal

Site visits are a method by which the superintendent/designee 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 are to be conducted at least twice each year by the superintendent or designee. (See chart for timeline)
- All principals will be evaluated every year and receive summative evaluations annually.
- All observations may be documented in the state approved technology system or may be documented in the district determined platform.
- In the event of a late hire, the Superintendent or designee will consult with the district evaluation plan contact to determine the observation schedule.

Observations of Assistant Principals – completed by supervisor/designee of assistant principal

Observations are a method by which the principal/designee may gain insight into the assistant principal's practice in relation to the standards. During an observation, the principal will discuss various aspects of the job with the assistant principal.

- Observations are to be conducted at least once each year by the principal or designee, but may be conducted twice if needed. (See chart for timeline)
- All assistant principals will be evaluated every year.
- All observations may be documented in the state approved technology system or may be documented in the district determined platform.
- In the event of a late hire, the primary evaluator will consult with the district evaluation plan contact to determine the observation schedule.

Site Visit/Observation Conferencing

- **Beginning of the Year Conference – To be completed prior to October 15th.**
 - Establish the purpose of the meeting
 - Discuss reflections of data (Val-Ed, Achievement, TELL, non-academic measures, etc.)
 - Discuss and come to agreement on the Student Growth Goal and Action Plan
 - Discuss reflections of the Principal Performance Standards
 - Discuss and come to agreement on the Professional Growth Plan and Action Plan
 - Questions/Concerns/Comments
 - Set tentative date for Mid-Year Conference
- **A Mid-Year Conference will take place after the first site visit/observation and shall take place prior to January 30th.**
 - Establish the purpose of the meeting
 - Discuss first observation/site visit and provide feedback
 - Share progress toward Student Growth Goal
 - Discuss documentation of each standard – determine if any other documentation is needed
 - Questions/Concerns/Comments
 - Set tentative date for End of Year Review
- **An End of Year Conference will take place after the second site visit/observation and shall take place prior to April 30th.**
 - Establish purpose of meeting
 - Discuss second observation/site visit and provide feedback
 - Share progress toward Student Growth Goal
 - Share progress toward Professional Growth Plan

- Discuss progress of each standard-determine if any other documentation is needed
- Discuss overall rating based on Professional Practice and Student Growth
- Discuss mid-point review of Working Conditions Goal
- Questions/Concerns/Comments
- The end of year conference will serve as the summative evaluation conference for principals and assistant principals.

Val-Ed 360° - completed for principals – not completed for assistant principals (conducted the year

TELL Kentucky is not administered)

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. In the event of a new or late hire, the principal will collaborate with the Superintendent/designee to inform professional practice until the Val-Ed survey is completed.

- The Assistant Superintendent of Curriculum, Instruction, and Assessment will be the point of contact for overseeing and administering Val-Ed 360°.
- Each principal and Superintendent will have access to the results of the survey.
- Val-Ed will be administered in the Spring every other year opposite of the TELL Kentucky Survey.

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-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.

Connecting TELL Kentucky data to principal performance involves building the capacity for principals and their superintendents to interpret and use TELL Kentucky data to set a target goal for Working Conditions improvement that connects to the Principal Performance Standards and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey. In the event of a new or late hire, the principal may use the TELL data to create a new goal or may adopt the current goal.

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one 2-year goal.
- The principal in collaboration with the Superintendent/designee will establish a working conditions goal rubric to measure the effectiveness of the outcome of the working conditions goal. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded. Below are two examples that can be used.

Working Conditions Goal Rubric			
Ineffective	Developing	Accomplished	Exemplary
% and below	%-%	%-%	% and above

Working Conditions Goal Rubric			
Ineffective	Developing	Accomplished	Exemplary
The principal is more than -10% of the goal.	The principal is no more than -10% of the goal.	The principal achieves the expected outcome from the goal.	The principal exceeds the expected outcome from the goal.

- **When applicable, a mid-point review of the Working Conditions Goal will be conducted at the summative conference**

Products of Practice/Other Sources of Evidence

Additional evidence provided in support of principal practice may include items from the following list (not a comprehensive list):

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

Student Growth - PRINCIPAL

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) 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 – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

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.

- The principal's state contribution goal will be based on the combined reading and mathematics GAP group from ASSIST/Next Generation Learning delivery targets. If the school does not receive state level data, the principal will construct two local student growth goals.

Grant County Schools Decision Rules for Determining Growth State Growth Goal		
Low	Expected	High
The combined reading and math delivery target for the gap group was not met AND does not meet the goal.	The combined reading and math delivery target for the gap group was met OR meets the goal.	The combined reading and math delivery target for the gap group was exceeded.

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

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 set one (1) local growth goal based on an identified need outlined in the Comprehensive School Improvement Plan.

- The local student growth goal will be determined by the principal in collaboration with the superintendent/designee by looking at baseline data and discussing the proposed goal.
- The goal is to be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.
- The goal is to be written as a SMART goal and include both a growth and proficiency component.

Grant County Schools Decision Rules for Local Contribution of Student Growth Goals		
Low	Expected	High
The goal was not met AND below the interval constraints	The goal was met OR the interval constraints are minus 10% of goal	The goal was exceeded.

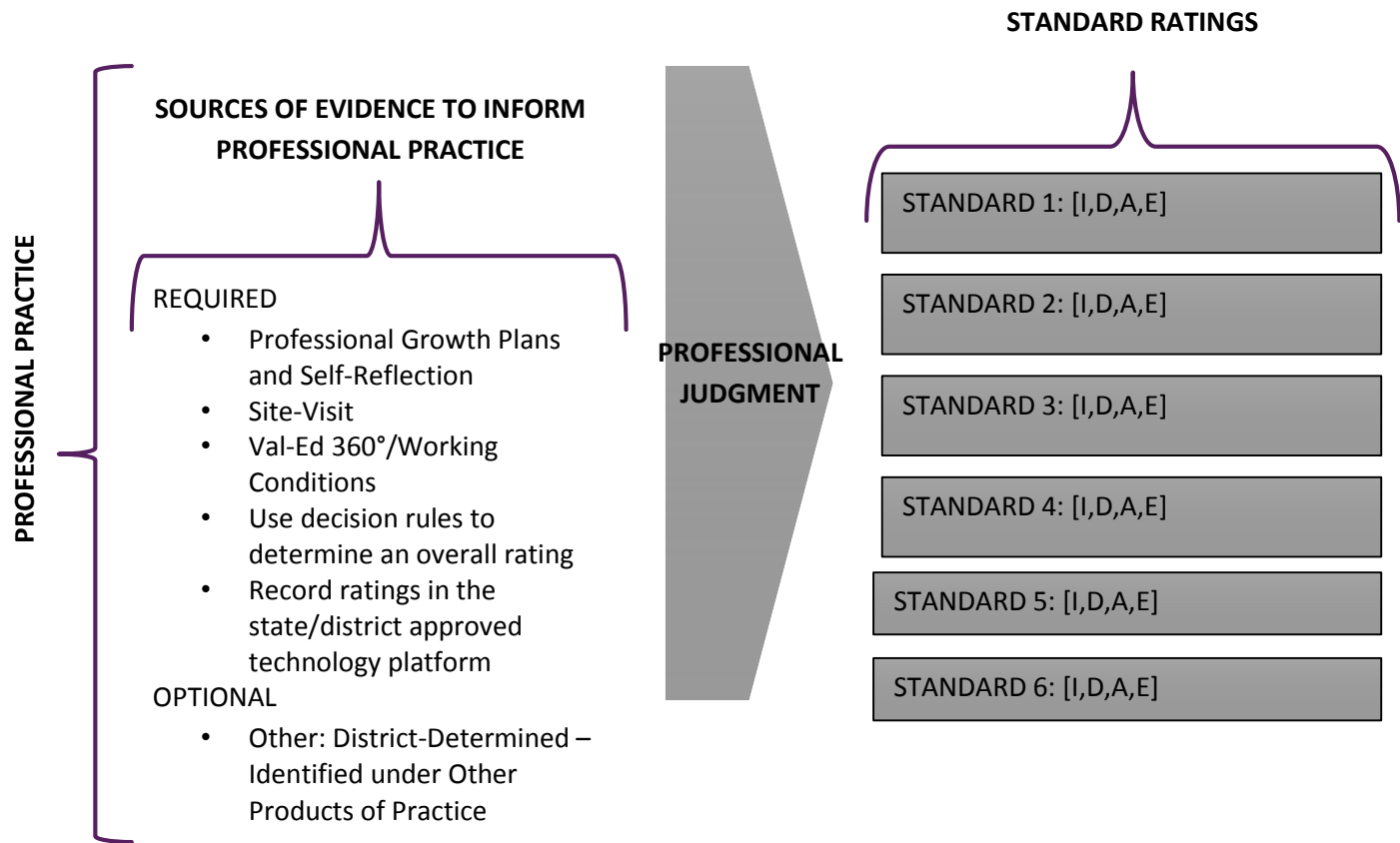
Determining the Overall Performance Category

Superintendents/designee are responsible for determining an Overall Performance Category for each principal annually. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

Rating Professional Practice

The principal performance standards stands as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. The uniform performance standards used in the system provide a balance between structure and flexibility and define common purposes and expectations, thereby guiding effective leadership. Supervisors will organize and analyze evidence for each individual principal based on these performance standards.

Supervisors and principals will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each standard.



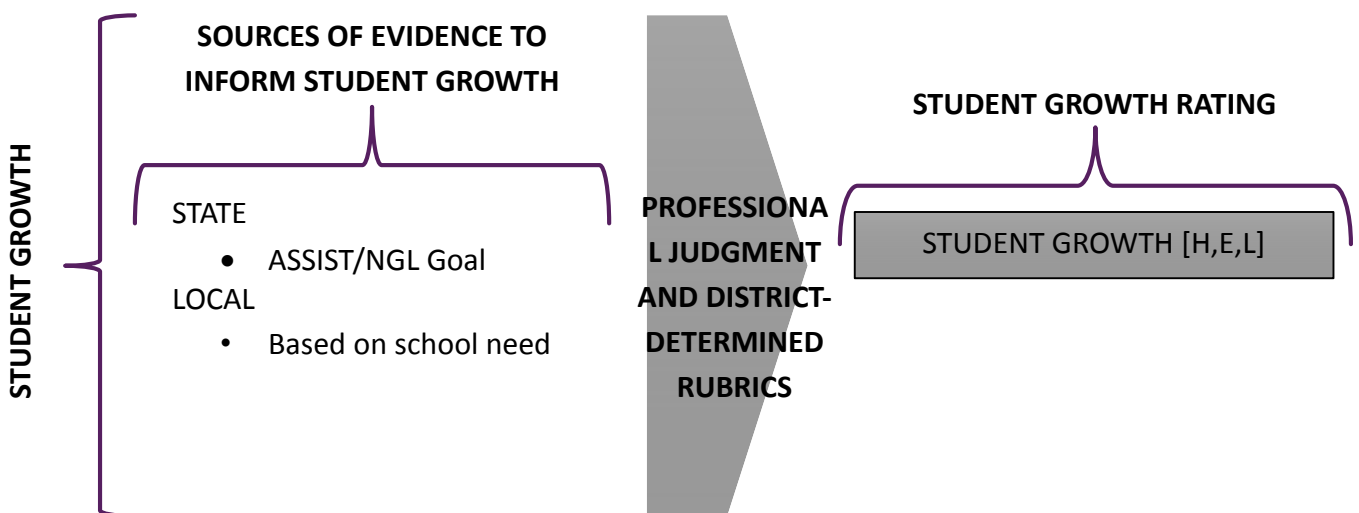
- Evaluators will place all final summative ratings in the state approved technology platform.
- Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. Examples include:
 - SBDM Minutes
 - Faculty Meeting Agendas and Minutes
 - Department/Grade Level Agendas and Minutes
 - PLC Agendas and Minutes
 - Leadership Team Agendas and Minutes
 - Instructional Round/Walk-through documentation
 - Budgets
 - EILA/Professional Learning experience documentation
 - Surveys
 - Professional Organization memberships
 - Parent/Community engagement surveys
 - Parent/Community engagement events documentation
 - School schedules

- Evaluators will apply state decision rules for determining an educator’s professional practice (See chart below). Professional Practice Rating shall be completed on or before April 30th of each school year and recorded in the district and state approved technology platform.

CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL’S PROFESSIONAL PRACTICE RATING	
IF...	THEN...
At least four (4) standards are rated as EXEMPLARY and no standard is rated below ACCOMPLISHED	Professional Practice Rating shall be EXEMPLARY
At least four (4) standards are rated as ACCOMPLISHED and no standard is rated below DEVELOPING	Professional Practice Rating shall be ACCOMPLISHED
At least five (5) standards are rated as DEVELOPING	Professional Practice Rating shall be DEVELOPING
Two (2) or more standards are rated as INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE

Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying



professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

Determination of a single yearly combined goal rating will be established using the matrix below.

STUDENT GROWTH GOAL OVERALL DECISION MATRIX STATE AND LOCAL				
S T A T E G R O W T H	HIGH	EXPECTED	HIGH	HIGH
	EXPECTED	EXPECTED	EXPECTED	HIGH
	LOW	LOW	EXPECTED	EXPECTED
		LOW	EXPECTED	HIGH
	LOCAL GROWTH			

Both the state and local goal will be given a numerical weighting.

- LOW = 1
- EXPECTED = 2
- HIGH = 3

When a principal has established three years of trend data for SGG the principal will have a ranking based on an average of the three year score. The total rankings will be averaged from the previous three years and applied to the following scale and recoded in the state approved technology system.

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50 – 2.49
High	2.50 - 3

Determining the Overall Performance Category

A principal's or 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. Evaluators will use the following decision rules for determining the Overall Performance Category. All summative ratings must be recorded in the state/district approved technology platform:

OVERALL PERFORMANCE CATEGORY		
Professional Practice Rating + Student Growth Goal Rating		
CRITERIA FOR DETERMINING A PRINCIPAL'S OR ASSISTANT PRINCIPAL'S OVERALL PERFORMANCE CATEGORY		
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH TREND RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	INEFFECTIVE
	Expected OR Low	INEFFECTIVE

Overall Performance Category and Growth Plans

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. Evaluators will use the following decision rules for determining the Overall Performance Category:

OVERALL PERFORMANCE CATEGORY AND GROWTH PLANS PRINCIPAL AND ASSISTANT PRINCIPAL				
Professional Practice	Exemplary	“Shall” have a minimum of a directed growth plan	“Shall” have a minimum of a self-directed growth plan	“Shall” have a minimum of a self-directed growth plan
	Accomplished		“Shall” have a minimum of a self-directed growth plan	
	Developing	“Shall” have a minimum of a directed growth plan		“Shall” have a minimum of a self-directed growth plan
	Ineffective	“Shall” have a minimum of a Corrective Action Plan (Evaluator Directed)		
		Low Growth	Expected Growth	High Growth
	State and Local Growth			

Individual Corrective Action Plan

The Individual Corrective Action Plan shall be written upon the determination of an “Ineffective” domain rating in the evaluation plan cycle or when an immediate change is required in behavior or practice. The evaluator shall direct the Individual Corrective Action Plan with input from the evaluatee. The plan shall address the domain rating of “Ineffective” through objectives, procedures and activities (including support personnel), appraisal methods, and target dates for completion. The CAP form is located in the forms section of this plan.

Summative Evaluation Appeal

Any certified employee who desires to respond to the evaluation process may complete the Summative Evaluation Appeal form. The completed form shall be signed, dated and submitted to the primary evaluator within 5 working days of the summative conference. The employee should retain a copy of the form for his/her personal records. The primary evaluator shall file all original response forms in the employee’s personnel file. The primary evaluator shall submit a copy of the appeal response to the district certified employee evaluation coordinator within 2 working days of receipt of the response. The Summative Evaluation Appeal form is located in the forms section of this plan.

FORMS for PPGES

INTRODUCTION

The superintendent maintains the forms and provides copies to the principal. At a minimum, the superintendent retains copies of the completed *Reflective Practice, Student Growth and Professional Growth Planning Template Observation/Site Visit Form, Documentation Form, Goal Setting Form, Principal Mid-Year Performance Review, Principal Summative Performance Report*, and *Corrective Action Plan* (if needed). School districts need to decide which optional forms will be used.

Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

Principal	
EPSB ID#	
School	
Level	

Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System -

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
1. Instructional Leadership <i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	I	D	A	E	
2. School Climate <i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

Part B: Student Growth:

<p>Local Student Growth Goal Statement</p> <p><i>(Based on one of the State goals within your CSIP.)</i></p>		
<p>Principal's Student Growth Plan</p> <p><i>This plan will outline what the principal will do to impact the student growth goal.</i></p> <p><i>(Should be different than the school CSIP plan strategies/actions)</i></p>		
<p>Strategies/Actions</p> <p>What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?</p>	<p>Resources/Support</p> <p>What resources will I need to complete my plan? What support will I need?</p>	<p>Targeted Completion Date</p> <p>When will I complete each identified strategy/ action?</p>

Part C: Principal’s TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded.

Working Conditions Goal Rubric			
Ineffective	Developing	Accomplished	Exemplary
% and below	%-%	%-%	% and above

Working Conditions Goal Rubric			
Ineffective	Developing	Accomplished	Exemplary
The principal is more than -10% of the goal.	The principal is no more than -10% of the goal.	The principal achieves the expected outcome from the goal.	The principal exceeds the expected outcome from the goal.

Part D: Professional Growth & Effectiveness Data Reflection

What do I need to learn to meet my Student Growth Goal?

What do I need to learn to meet my Working Conditions Goal?

Other Information on which to Reflect

Survey Results VAL-ED 360 _____ Other: _____

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

Questions to Consider:

- What did teachers/staff perceive as major strengths?

- What did teachers/staff perceive as major weaknesses?

- List factors that might have influenced the results.

Other Data: Student Achievement Data _____ Non-Academic Data _____ Supervisor Feedback _____ Other _____

Data Selected	Results

Questions to Consider:

- How does the additional data inform your decision about your learning needs?

Part E: Connecting Priority Growth Needs to Professional Growth Planning

1) **Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

Professional Growth Goal: <ul style="list-style-type: none"> What do I want to change about my practices that will effectively impact student learning? How can I develop a plan of action to address my professional learning? How will I know if I accomplished my objective? 	
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Connection to Standards			
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.			
Action Plan			
Professional Learning What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	Strategies/Actions What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date When will I complete each identified strategy/ action?

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

2) **On-going Reflection:** Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ Principal's Superintendent

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

Date:	End of Year Student Growth Reflection:
End-of-Year Data Results (Accomplishments at the end of year.)	<input type="checkbox"/> Data attached
Date:	
Date:	End of Year Professional Growth Reflection:

Next Steps:

Administrator's Signature:	Date:
Superintendent's Signature:	Date:

Site Visit - Documentation Template

Recommended Practice:

1. When conducting a site visit or preparing to provide feedback to a principal during any phase of the Principal Professional Growth and Effectiveness System, refer to the performance indicators for each principal standard to find examples of behaviors that, when documented, support a degree of effectiveness for that standard. Performance indicators are possible “look fors” only and do not constitute an exhaustive list.
2. Use open ended questions to guide conversation specific to the performance standards. Use follow-up questions as needed to solicit responses that are evidence-based.
3. Request evidence beyond what has already been seen to support each performance standard as needed. Allow principals to submit additional evidence of their effectiveness on performance standards as desired.
4. Provide feedback that is evidence-based, specific to the performance standards, and that will assist the principal in professional growth and overall effectiveness.

Date: _____

Principal: _____

Evaluator: _____

Purpose of Documentation and Feedback: (check appropriate box):

Site visit _____ Mid-Year Conference _____ Other (Specify) _____

PERFORMANCE STANDARDS – Site Visit Documentation

Performance Standard 1: Instructional Leadership

The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

Sample Performance Indicators : *Examples may include, but are not limited to:*

The principal:

- 1.1 Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.
- 1.2 Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.
- 1.3 Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.
- 1.4 Demonstrates knowledge of research-based instructional best practices
- 1.5 Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.
- 1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.
- 1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*
- 1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.
- 1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.
- 1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.
- 1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.

1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).

1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

Suggested Guiding Questions/Prompts:

- *Please describe any innovative and effective leadership strategies that you have used this year.*
- *What opportunities have you created this year for collaboration among teachers?*
- *How have you strived this year to improve the teachers' effective instructional practices associated with different subject areas?*
- *How do you make sure curriculum standards are taught by the teachers and mastered by the students?*
- *How do you monitor teachers' performance and provide constructive feedback to them?*
- *What types of teacher learning and development activities or programs have you participated in this year? What have you learned?*
- *How do you involve the expertise of teacher leaders?*

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or 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 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 actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Performance Standard 2: School Climate

The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.

Sample Performance Indicators - *Examples may include, but are not limited to:*

The principal:

- 2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.
- 2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.
- 2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.
- 2.4 Promotes a culture of collaboration, trust and shared leadership.
- 2.5 Supports the staff through continuous improvement efforts.
- 2.6 Addresses barriers to teacher and staff performance and provides positive working conditions to encourage retention of highly effective personnel.
- 2.7 In collaboration with the school council, as appropriate, ensures a school safety plan is developed and implemented in alignment with district policy.
- 2.8 Involves students, staff, parents, and the community to create and sustain a positive, safe, and healthy learning environment which reflects state, district, and local school policies, and procedures.
- 2.9 In collaboration with the school council, leads the development and/or implements best practices in school-wide behavior management that are effective within the school community and communicates behavior management expectations to students, teachers, and parents.
- 2.10 Is visible, approachable, and dedicates time to listen to the concerns of students, teachers, and other stakeholders.
- 2.11 Maintains a positive, inviting school environment that celebrates, promotes and assists in the development of the whole child/student, and values every child/student as an important member of the school community.

Suggested Guiding Questions/Prompts:

- *Please give some examples of where you have sought out new opportunities or improved existing programs to create an environment where students and stakeholders thrive.*
- *Please give some examples of the strategies you used to create and sustain a positive and safe learning environment in your school.*
- *What are the strategies you use to nurture and sustain a climate of trust in your school?*
- *Please provide a few examples of how you model care for children or model other desired characteristics for teachers and staff.*
- *What are the internal and external factors that you perceive are affecting your school?*
- *How have you strived this year to make the school environment more academically rigorous?*

**Evidence requested by the evaluator or provided by the principal:
Indicate contributor with an (E) or (P).**

Evaluator's Feedback:

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	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 seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.

Performance Standard 3: Human Resources Management

The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.

Sample Performance Indicators - *Examples may include, but are not limited to:*

The principal:

- 3.1 Actively participates in an effective and efficient selection process in consultation with the school council.
- 3.2 Assigns highly-effective staff in a fair and equitable manner based on student and school needs, assessment data, and local and state requirements.
- 3.3 Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.
- 3.4 Provides a mentoring process for all new and targeted instructional personnel.
- 3.5 Manages the supervision and evaluation of staff in accordance with local and state requirements.
- 3.6 Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.
- 3.7 Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.
- 3.8 Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.
- 3.9 Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.
- 3.10 Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.

Suggested Guiding Questions/Prompts:

- *Please give examples of ways you have helped your teachers and staff to become more effective this year.*
- *Please give examples of professional learning implemented and/or continued this school year to improve teacher performance.*
- *In what ways do you support the achievements of high-performing teachers?*
- *How do you ensure new teachers and staff receive the support they need during their first year?*
- *How do you foster an atmosphere of professional learning among staff?*
- *What are the most difficult human resources management decisions you have made this year?*
- *What aspects went well and what aspects were challenging?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	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 consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).

Performance Standard 4: Organizational Management

The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

Sample Performance Indicators - *Examples may include, but are not limited to:*

The principal:

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.
- 4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.
- 4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.
- 4.5 Reviews fiscal records regularly to ensure accountability for all funds.
- 4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school's mission and both long- and short-term goals through effective resource allocation.
- 4.7 Follows state and local policies with regard to finances, school accountability, and reporting.
- 4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.

Suggested Guiding Questions/Prompts:

- *Please explain the ways in which you have demonstrated proactive decision-making this year.*
- *Please provide an example of how you have been able to maximize your available resources.*
- *How do you establish routines and procedures for the smooth running of the school that staff members understand and follow?*
- *What information is used to inform the decisions related to organizational management?*
- *Instructional time is one of the most essential resources for student success in learning. What are you doing to protect instructional time?*
- *What are the strengths, weaknesses, opportunities, and challenges you have perceived in your school's organizational management?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
<p>The principal inadequately supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>The principal inconsistently supports, manages, or oversees the school's organization, operation, or use of resources.</p>	<p>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</p>	<p>The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.</p>

Performance Standard 5: Communication and Community Relations

The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.

Sample Performance Indicators - *Examples may include, but are not limited to:*

The principal:

- 5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.
- 5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.
- 5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.
- 5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.
- 5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.
- 5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.
- 5.7 Provides a variety of opportunities for parent and family involvement in school activities.
- 5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.
- 5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.
- 5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

Suggested Guiding Questions/Prompts:

- *Please describe how you promote the success of all students through communication.*
- *How do you engage in open dialogue with multiple stakeholders from the larger school community?*
- *How do you involve parents and families in student learning?*
- *How do you disseminate needed information (such as student academic progress) to students, staff, parents, and the greater learning community?*
- *Please give an example of how you network with individuals and groups outside the school (e.g., business and government organizations) to build partnerships for pursuing shared goals.*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.	The principal inconsistently communicates and/or infrequently collaborates with stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.

Performance Standard 6: Professionalism

The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

Sample Performance Indicators - *Examples may include, but are not limited to:*

The principal:

- 6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.
- 6.2 Works within professional and ethical guidelines to improve student learning and to meet school, district, and state requirements.
- 6.3 Maintains a professional appearance and demeanor.
- 6.4 Models professional behavior and cultural competency to students, staff, and other stakeholders.
- 6.5 Maintains confidentiality.
- 6.6 Maintains a positive, optimistic, and straight-forward attitude.
- 6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.
- 6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.
- 6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.
- 6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.
- 6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.

Suggested Guiding Questions/Prompts:

- *Please give an example of a way in which you have demonstrated your professionalism in activities outside the school district.*
- *How do you communicate professional beliefs and values to all stakeholders?*
- *Give an example of a skill that you learned during professional interactions with colleagues that you have used successfully in your school.*
- *What professional learning have you sought out this year?*
- *In what ways have you observed a change in your role as a school leader and your leadership style?*
- *In what ways do you take an active role in professional organizations?*

Evidence requested by the evaluator or provided by the principal: Indicate contributor with an (E) or (P).

Evaluator's Feedback:

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
<p>The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.</p>	<p>The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.</p>	<p>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>	<p>The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).</p>

Support Dialogue Form *(optional)*

Directions: Principals and superintendents may use this form to facilitate discussion on areas that need additional support. This form is optional.

What is the area of targeted support?

What are some of the issues in the area that are causing difficulty?

What strategies have you already tried and what was the result?

What new strategies or resources might facilitate improvement in this area?

Principal's Signature: _____

Principal's Name: _____ **Date:** _____

Superintendent's Signature: _____

Superintendent's Name: _____ **Date:** _____

Principal Mid-Year Performance Review

Directions: Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. This form should be maintained by the evaluator during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

Strengths:

Areas of Improvement:

Principal’s Name: _____

Date: _____

Principal’s Signature: _____

Evaluator’s Name: _____

Date: _____

Evaluator’s Signature: _____

Principal Summative Performance Review

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

Principal [Click here to enter text.](#)

School Year(s): [Click here to enter text.](#)

School [Click here to enter text.](#)

Performance Standard 1: Instructional Leadership

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or 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 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 actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments	Comments	Comments	Comments

Performance Standard 2: School Climate

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal rarely promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal inconsistently promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	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 seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.
□ Comments	□ Comments	□ Comments	□ Comments

Performance Standard 3: Human Resources Management

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately assists with selection and induction, or inadequately supports, evaluates, and retains quality instructional and support personnel.	The principal inconsistently assists with selection and induction, or inconsistently supports, evaluates, and retains quality instructional and support personnel.	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 consistently demonstrates expertise in human resources management, which results in a highly-effective workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).
□ Comments	□ Comments	□ Comments	□ Comments

Performance Standard 4: Organizational Management

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal inadequately supports, manages, or oversees the school’s organization, operation, or use of resources.	The principal inconsistently supports, manages, or oversees the school’s organization, operation, or use of resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.	The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments	Comments	Comments	Comments

Performance Standard 5: Communication and Community Relations

Ineffective	Developing	Accomplished <i>is the expected level of performance</i>	Exemplary <i>In addition to meeting the requirements for Accomplished</i>
The principal demonstrates inadequate and/or detrimental communication or collaboration with stakeholders.	The principal inconsistently communicates and/or infrequently collaborates with stakeholders.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments	Comments	Comments	Comments

Performance Standard 6: Professionalism

<p>Ineffective</p>	<p>Developing</p>	<p>Accomplished <i>is the expected level of performance</i></p>	<p>Exemplary <i>In addition to meeting the requirements for Accomplished</i></p>
<p>The principal shows disregard for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.</p>	<p>The principal is inconsistent in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.</p>	<p>The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p>	<p>The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).</p>
<p style="text-align: center;"><input type="checkbox"/></p> <p>Comments</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Comments</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Comments</p>	<p style="text-align: center;"><input type="checkbox"/></p> <p>Comments</p>

Commendations: Click here to enter text.

Areas Noted for Improvement: Click here to enter text.

Improvement Goals: Click here to enter text.

Overall Evaluation Summary

Overall Evaluation Summary Criteria			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
_____		_____	
Employee's Signature/Date		Administrator's Signature/Date	

Evaluator's Name _____ Principal's Name _____

Evaluator's Signature _____ Principal's Signature _____
(Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date _____ Date _____

Superintendent's Name _____

Superintendent's Signature _____

Date _____

Note: Standards Ratings are determined by the supervisor's professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:

- Professional Growth and Self Reflection
- Site-Visits
- VAL-ED 360
- Working Conditions Goal
- Student Growth Goals
- Other district determined evidence sources

Summative Rating Sheet – PPGES – Grant County Schools

Principal:

School:

Date:

Overall Rating for Standards:

Standard	INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
1				
2				
3				
4				
5				
6				

Overall Professional Practice Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
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Student Growth Goal Rating:

	LOW	EXPECTED	HIGH
LOCAL SGG			
STATE SGG			

Overall Growth Goal Rating:

LOW	EXPECTED	HIGH
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Professional Practice Rating + Student Growth Rating = FINAL Overall Rating

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
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Professional Growth Plan Cycle for the _____ school year:

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school’s mission and goals.)

Evaluatee’s Signature/ Date: _____

Evaluator’s Signature/Date: _____

SECTION 4 – Central Office Administration

Introduction:

Effective leadership depends on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The purpose of the evaluation system shall be to: improve practice; provide a measure of performance accountability to citizens; foster professional growth, and support individual personnel decisions. Effective leadership is one way to ensure all Kentucky students are successful and graduate from high school college/career ready. The evaluation system is designed to measure effectiveness and serve as a catalyst for professional growth and continuous improvement.

Central Office Administrators include:

- Assistant Superintendent
- Director of Student Instructional Services
- Director of Pupil Personnel
- Director of Elementary Schools
- Director of Secondary Schools
- Behavior Specialist
- Psychologist

Central Office Administrators will be evaluated using the ISSLC (Interstate School Leaders Licensure Consortium) standards. These include:

- Vision
- School Culture and Learning
- Management
- Collaboration
- Integrity, Fairness, Ethics
- Political, Economic, Legal

Each of these standards have indicators contained in rubrics to illustrate how certified administrators may show evidence of meeting a particular standard. While certified administrators much not show evidence of meeting each indicator, they must show evidence of meeting the overall performance standard.

- Evaluations will be documented on approved forms to become part of the official personnel file.
- A copy of the evaluation is provided to the evaluatee.
- The evaluatee will have an opportunity to respond to the evaluation in written form and shall be included in the personnel file.

Evaluation Timeline – Central Office Administration	
Explanation and Review of Certified Evaluation Process with Administration	<ul style="list-style-type: none"> No later than the evaluatee’s first thirty (30) calendar days of the school year.
Self-Reflection	<ul style="list-style-type: none"> By September 30th –Central Office administrators will reflect on the ISSLC standards prior to completion of PGP
Professional Growth Plan	<ul style="list-style-type: none"> By October 15th – All Central Office administrators, in collaboration with the Superintendent or designee, create a professional growth plan
Student Growth Goal	<ul style="list-style-type: none"> Superintendent Student Growth Goals MAY be inherited by central office administrators, if applicable.
Observation/Site Visit	<ul style="list-style-type: none"> October 1st – April 30th 1 Observation required; Multiple Observations ,if needed, as determined by the primary evaluator. If a second observation is needed, shall be completed 5 working days before April 30th.
Pre Observation Conference	<ul style="list-style-type: none"> Not mandatory, but may be conducted in order to discuss upcoming observation
Post Observation Conference	<ul style="list-style-type: none"> A post observation conference shall be held within 5 working days after the observation/site visit.
Summative Evaluation Completed	<ul style="list-style-type: none"> By April 30th Evaluations will be documented on approved forms to become part of official personnel file housed in central office
Summative Evaluation Appeal	<ul style="list-style-type: none"> Within 5 working days of the summative conference
Summative Evaluations to District Contact	<ul style="list-style-type: none"> On or before May 1st
Corrective Action Plan	As needed throughout the process

Part A: Reflection on the ISLLC Standards

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth.

Standard	Self-Assessment				Strengths and areas for growth
1. Vision <i>An educational 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>	I	D	A	E	
2. School Culture and Learning <i>An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to students learning and staff professional growth.</i>	I	D	A	E	
3. Management <i>An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>	I	D	A	E	
4. Collaboration <i>An educational 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>	I	D	A	E	
5. Integrity, Fairness, Ethics <i>An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.</i>	I	D	A	E	
6. Political, Economic, Legal <i>An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context</i>	I	D	A	E	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals

Central Office - Observation Instrument

Name of Administrator _____ Date of Observation _____

Standard 1: Vision: <i>An educational 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>				
The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Not Observed
1.1: the vision and mission of the school are effectively communicated to staff, parents, students and community.				
1.2: the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.				
1.3: the core beliefs of the school vision are modeled for all stakeholders.				
1.4: the vision is developed with and among stakeholders.				
1.5: the contributions of school community members to the realization of the vision are recognized and celebrated.				
1.6: progress toward the vision and mission is communicated to all stakeholders.				
1.7: the school community is involved in school improvement plans.				
1.8: the vision shapes the educational programs, plans and actions.				
1.9: an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.				
1.10: assessment data related to student learning are used to develop the school vision and goals.				
1.11: relevant demographic data pertaining to students and their families are used in developing the school mission and goals.				
1.12: barriers to achieving the vision are identified, clarified, and addressed.				
1.13: needed resources are sought and obtained to support the implementation of the school mission and goals.				
1.14: existing resources are used in support of the school vision and goals.				
1.15: the vision, mission and implementation plans are regularly monitored, evaluated and revised.				
Observation Notes:				

Standard 2: School Culture and Learning: An educational 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.				
The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Not Observed
2.1: all individuals are treated with fairness, dignity and respect				
2.2: professional development promotes a focus on student learning consistent with the school vision and goals.				
2.3: students and staff feel valued and important.				
2.4: the responsibilities and contributions of each individual are acknowledged				
2.5: barriers to student learning are identified, clarified and addressed.				
2.6: diversity is considered in developing learning experiences				
2.7: life long learning is encouraged and modeled.				
2.8: there is a culture of high expectations for self, student, and staff performance.				
2.9: technologies are used in teaching and learning.				
2.10: student and staff accomplishments are recognized and celebrated				
2.11: multiple opportunities to learn are available to all students.				
2.12: the school is organized and aligned for success.				
2.13: curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated and refined.				
2.14: curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.				
2.15: the school culture and climate are assessed on a regular basis.				
2.16: a variety of sources of information is used to make decisions.				
2.17: student learning is assessed using a variety of techniques.				
2.18: multiple sources of information regarding performance are used by Staff and students.				

2.19: a variety of supervisory and evaluation models is employed				
Observation Notes				

Standard 3: Management: <i>An educational leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.</i>				
The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Not Observed
3.1: knowledge of learning, teaching, and student development is used to Inform management decisions.				
3.2: operational procedures are designed and managed to maximize opportunities for successful learning.				
3.3: emerging trends are recognized, studies, and applied as appropriate.				
3.4: operational plans and procedures to achieve the vision and goals of the School are in place.				
3.5: collective bargaining and other contractual agreements related to the school are effectively managed.				
3.6: the school plant, equipment, and support systems operate safely, efficiently, and effectively				
3.7: time is managed to maximize attainment of organizational needs.				
3.8: potential problems and opportunities are identified.				
3.9: problems are confronted and resolved in a timely manner.				
3.10: financial, human, and material resources are aligned to the goals of the school.				
3.11: the school acts entrepreneurially to support continuous improvement.				
3.12: organizational systems are regularly monitored and modified as needed.				
3.13: stakeholders are involved in decisions affecting schools.				
3.14: responsibility is shared to maximize ownership and accountability.				
3.15: effective problem-framing and problem-solving skills are used.				
3.16: effective conflict resolution skills are used.				
3.17: effective group process and consensus building skills are used.				
3.18: effective communication skills are used.				
3.19: there is effective use of technology to manage school operations.				
3.20: fiscal resources of the school are managed responsibly, efficiently, and effectively.				

3.21: a safe, clean, and aesthetically pleasing school environment is created and maintained.				
3.22: human resource functions support the attainment of school goals.				
3.23: confidentiality and privacy of school records are maintained.				
Observation Notes				

Standard 4: Collaboration: <i>An educational 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>				
The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Not Observed
4.1: high visibility, active involvement, and communication with the larger community is a priority.				
4.2: relationships with community leaders are identified and nurtured.				
4.3: information about family and community concerns, expectations, and needs is used regularly.				
4.4: there is outreach to different business, religious, political, and service agencies and organizations..				
4.5: credence is given to individuals and groups whose values and opinion may conflict.				
4.6: the school and community serve one another as resources.				
4.7: available community resources are secured to help the school solve problems and achieve goals.				
4.8: partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.				
4.9: community youth family services are integrated with school programs.				
4.10: community stakeholders are treated equitably.				
4.11: diversity is recognized and valued.				
4.12: effective media relations are developed and maintained.				
4.13: a comprehensive program of community relations is established.				
4.14: public resources and funds are used appropriately and wisely.				
4.15: community collaboration is modeled for staff.				
Observation Notes				

Standard 5: Integrity, Fairness, Ethics: *An educational leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Not Observed
5.1: examines personal and professional values.				
5.2: demonstrates a personal and professional code of ethics.				
5.3: demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.				
5.4: serves as a role model.				
5.5: accepts responsibility for school operations.				
5.6: considers the impact of one's administrative practices on others.				
5.7: uses the influence of the office to enhance the educational program rather than for personal gain.				
5.8: treats people fairly, equitably, and with dignity and respect.				
5.9: protects the rights and confidentiality of students and staff.				
5.10: demonstrates appreciation for and sensitivity to the diversity in the school community.				
5.11: recognized and respects the legitimate authority of others.				
5.12: examines and considers the prevailing values of the diverse school community.				
5.13: expects that others in the school community will demonstrate integrity And exercise ethical behavior.				
5.14: opens the school to public scrutiny.				
5.15: fulfills legal and contractual obligations.				
5.16: applies laws and procedures fairly, wisely, and considerately.				
Observation Notes:				

Standard 6: Political, Economic, Legal: <i>An educational leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.</i>				
The administrator facilitates processes and engages in activities ensuring that:	Meets	Growth Needed	Does Not Meet	Not Observed
6.1: the environment in which schools operate is influenced on behalf of students and their families.				
6.2: communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate.				
6.3: there is ongoing dialogue with representatives of diverse community groups.				
6.4: the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.				
6.5: public policy is shaped to provide quality education for all students.				
6.6: lines of communication are developed with decision makers outside the school community.				
Observation Notes				

Additional Notes and Comments

Date of Observation: _____

Evaluator's Signature: _____

The Signatures below indicate the evaluatee and evaluator have reviewed and discussed the content of this form.

Evaluatee's Signature

Date

Evaluator's Signature

Date

Grant County Schools - Administrator

Summative Evaluation Form

Name: _____ School: _____

School Year: _____ Position: _____

Observation Dates:

Conference Dates:

First: _____

First: _____

Second: _____

Second: _____

Other: _____

Other: _____

Standard	Meets Standard	Growth Needed	Does Not Meet Standard
1: Vision			
2: School Culture and Learning			
3: Management			
4: Collaboration			
5: Integrity, Fairness, Ethics			
6: Political, Economic, Legal			

Note: Any rating marked as "Growth Needed" must be reflected on the Individual Professional Growth Plan. Any rating marked as "Does Not Meet Standard" requires the development of an Individual Corrective Action Plan.

Evaluator's Summary of Performance

Grant County Schools - Administrator

Summative Evaluation Form (2)

_____ Re-employ in current position

_____ Re-assign to _____

_____ Dismiss/non-renew as of _____

Evaluatee's Comments

The evaluatee's signature implies the evaluatee has seen this document. The evaluator's signature implies that he/she completed the form.

Evaluatee's Signature

Date

Evaluator's Signature

Date

SECTION 5 – FORMS

Grant County Schools
Pre-Conference Document

Teacher Name:	School:
Grade Level:	Subject:
Date of Conference:	Date of Observation:
Questions for Discussion	Notes:
1. What is your identified student learning target?	
2. To which part of your curriculum does this lesson relate?	
<ul style="list-style-type: none"> How does this learning fit in the sequence of learning for this class? 	
<ul style="list-style-type: none"> Briefly describe the students in this class, including those with special needs. 	
<ul style="list-style-type: none"> How will you engage students in the learning? What will you do? What will the students do? Will the students be in groups, work individually, or as a large group? Provide any materials that students will be using. 	
<ul style="list-style-type: none"> How will you differentiate instruction for individuals or groups of students? 	
<ul style="list-style-type: none"> How and when will you know whether the students have achieved the learning target? 	
<ul style="list-style-type: none"> Is there anything that you would like me to specifically observe during the lesson? 	

Grant County Schools <u>Post-Conference Interview Protocol</u>	
Teacher Name:	School:
Grade Level:	Subject:
Date of Conference:	Date of Observation:
Questions for Discussion	Notes:
1. In general, how successful was the lesson? Did the student learn what you intended for them to learn? How do you know?	
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?	
3. Comment on your classroom procedures, student conduct and your use of physical space. To what extent did these contribute to student learning?	
4. Did you depart from your lesson plan? If so, how, and why?	
5. Comment on the different aspects of your instructional delivery (e.g. activities, grouping of students, material, and resources). To what extent were they effective?	
6. If you had a chance to teach this lesson again to the same group of students, what would you do differently?	
7. Is there anything you would like to specifically note about the lesson?	

STUDENT GROWTH GOAL – TPGES and OPGES

Student Growth Goal for:

Course/Grade Level:

Section/Length of Course:

Enduring Skill/Understanding:

Baseline Data Summary:

Level	Number of Students
Level 1	
Level 2	
Level 3	
Level 4	

Explanation of Rubric:

Level	Description
Level 1	
Level 2	
Level 3	
Level 4	

Growth Component Goal:

Proficiency Component Goal:

MID-YEAR SUMMARY – Student Growth Goals	
Level	Number of Students
Level 1	
Level 2	
Level 3	
Level 4	

Growth Component Data: _____ of _____ grew one or more levels _____ %

Growth Component Reflection:

Proficiency Component Data: _____ of _____ grew one or more levels _____ %

Proficiency Component Reflection:

END-OF-YEAR SUMMARY – Student Growth Goals

Level	Number of Students
Level 1	
Level 2	
Level 3	
Level 4	

Growth Component Data: _____ of _____ grew one or more levels _____ %

Growth Component Reflection:

Proficiency Component Data: _____ of _____ grew one or more levels _____ %

Proficiency Component Reflection:

PROFESSIONAL GROWTH PLAN

GRANT COUNTY SCHOOLS

NAME _____ SCHOOL _____ EVALUATOR _____

CYCLE: From _____, 20 _____ to _____, 20 _____

Strengths (as identified by evaluator):

Standard or Domain to be addressed:

Objective:

Suggested Activities:

Appraisal Methods:

Objective:

Suggested Activities:

Appraisal Methods:

Evidence of practice will be reviewed at each formative & summative conference and through ongoing observation.

Signature of Evaluator

Date

Signature of Evaluatee

Date

PGP reviewed on the following dates:

Date & initial

Date & initial

Date & initial

Date & initial

Summative Rating Sheet – Certified Evaluation Plan-- Grant County Schools

Teacher:

School:

Date:

Overall Rating for Domains:

DOMAIN	INEFFECTIVE			DEVELOPING			ACCOMPLISHED			EXEMPLARY		
	MINI 1	MINI 2	FORMAL	MINI 1	MINI 2	FORMAL	MINI 1	MINI 2	FORMAL	MINI 1	MINI 2	FORMAL
1												
2												
3												
4												

Overall Professional Practice Rating:

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
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Student Growth Goal Rating:

	LOW			EXPECTED			HIGH		
	YEAR 1	YEAR 2	YEAR 3	YEAR 1	YEAR 2	YEAR 3	YEAR 1	YEAR 2	YEAR 3
LOCAL SGG GROWTH									
LOCAL SGG PROFICIENCY									
OVERALL LOCAL SGG									
STATE SGG									
Local/State	Year 1: L E H			Year 2: L E H			Year 3: L E H		

Overall Summative Growth Goal Rating:

LOW	EXPECTED	HIGH
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Professional Practice Rating + Student Growth Rating = FINAL Overall Rating

INEFFECTIVE	DEVELOPING	ACCOMPLISHED	EXEMPLARY
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Recommendations:

Re-employ (on limited contract)
 Re-employ (recommended for continuing contract-Tenure)
 Re-employ (currently holding a continuing contract)
 Re-employ (Place on Corrective Action Plan)

Evaluatee's Signature/Date

Evaluator's Signature/Date

Procedural Guidelines for Summative Appeals Hearings

Purpose

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

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

Appeals

Pursuant to Board Policy 03.18, any certified employee who believes that she/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Certified personnel who wish to appeal their summative evaluation must appeal in writing within five (5) days of the summative evaluation. The written appeal must be presented to the primary evaluator. The district form shall be used for all certified evaluation appeals. The certified employee may review any evaluation material related to him/her.
2. The primary evaluator will notify the district evaluation coordinator of the appeal and forward the written appeal to the coordinator within two (2) working days.
3. The coordinator will notify the appeal committee members who will hold a preliminary meeting within ten (10) working days of the written appeal.
4. Both the evaluatee and the 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 members of the Appeals Panel will be the only persons to review the documentation. Confidentiality will be maintained.
5. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set the time and place of the hearing. Additional questions may be posed by panel members during the hearing. Questioning shall be conducted by members of the Appeals Panel only.
6. The hearing will be held at a time and place set by the panel. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing (no less than 3 days) and may have representation of their choosing. 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.
7. Legal counsel and/or chosen representative may be present during the hearing to represent either or both parties.
8. For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.
9. Only panel members, the evaluatee and evaluator, and legal counsel or chosen representatives will be present at the hearing.
10. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

Hearings

The following procedures will be implemented during the hearings:

1. The Chairperson will convene the hearing, review procedures, and clarify the responsibility of the panel.
2. Each party will be allowed to make a statement of claim. The statement of claim must be made by the evaluatee and the evaluator, not a representative. The evaluatee will begin, followed by the evaluator. No interruptions of the presentation will be allowed. The length of presentation should not exceed thirty (30) minutes. However, the evaluation chairperson may grant additional time if needed. Questioning shall be conducted by members of the Appeals Panel only
3. The panel may question the evaluatee and evaluator.
4. The Chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal. The Appeals Panel reserves the right to call additional witnesses and/or secure additional documentation from either or both parties.
5. Each party will be permitted five minutes for closing statements after all parties have completed their presentations.
6. The chairperson of the panel will make the closing remarks.
7. Upon conclusion of the presentation of the evidence, the Appeals Panel shall review the evidence in closed session.
8. The chairperson of panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days of the review.
9. The Superintendent shall act on the recommendation(s) of the Panel.
10. The Superintendent's decision, the Panel's recommendation, 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.

Appeal to Kentucky Board of Education (Section 9 KAR):

- A. 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.
- B. The appeal procedures shall be as follows:
 1. 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.
 2. 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.

3. A brief, written statement, and other documents which a party wants considered by 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.
4. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated

GRANT COUNTY SCHOOLS

Summative Evaluation Appeal Form

(This form is to be used by certified employees who wish to appeal their summative evaluations to the Appeal Panel.)

Certified Employee's Name: _____

Home Address: _____

Position in the district/school: _____

School/Location: (Circle) CMZ DRE MCE SES GCMS GCHS ECA CO

What specifically do you object to or why do you feel that you were not fairly evaluated?

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of the evaluator _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.

Employee's Signature

Date

Completing the Individual Corrective Action Plan (CAP)

This plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an “ineffective” rating on any one Domain or when an immediate change in behavior or practice is needed. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee’s improvement of the domain(s) or behavior or practice. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Domain Number/Immediate Change in Behavior or Practice

Identify the specific component(s) that has an “ineffective” rating assigned, or indicate the immediate change required in behavior or practice.

2. Objectives

Objectives must address the specific domain(s) rated as “ineffective” or the immediate change in behavior or practice. The evaluatee and evaluator work closely to correct the identified weaknesses.

3. Strategies

Identify and design specific strategies for the improvement of performance. Include support personnel, when appropriate.

4. Assessment Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the evaluatee.

5. Documentation of all reviews, corrective actions, and evaluator’s assistance must be provided periodically (as they occur) the evaluatee.

GRANT COUNTY SCHOOLS
Corrective Action Plan

NAME: _____ **DATE:** _____

WORK SITE: _____ **SCHOOL YEAR:** _____

Domain/Component for Corrective Action:

Objectives:

Strategies:

Assessment Methods: _____

Date of Expected Correction: _____

Immediate _____ Within 30 days _____ Other _____

Status: Met _____ Not Met _____

Corrective Action Plan Developed: _____ Corrective Action Plan Reviewed: _____

Evaluatee's Signature

Date

Evaluatee's Signature

Date

Evaluator's Signature

Date

Evaluator's Signature

Date

Grant County Schools -- Evaluation Signature Verification



Employee: _____ Evaluator: _____

School Year: _____

Activity	Completion Date	Signature(s)
Explanation and Review of Certified Evaluation Process with Administration and Staff.		
Self-Reflection		
Professional Growth Plan		
Student Growth Goal		
Pre-Observation Conference		
Post Observation Conference		
Pre-Observation Conference		
Post Observation Conference		
Student Voice Surveys		
Summative Evaluation Completed		
Professional Growth Plan Review <small>*For educators not in summative year</small>		
Student Growth Goal Review and Score <small>*For educators not in summative year</small>		
Corrective Action Plan		