Perry County Schools

Professional Growth and Evaluation of Certified Staff

Perry County
SCHOOL DISTRICT
We expect success

2015/2016

PERRY COUNTY SCHOOLS
Jonathan Jett, Superintendent

"WE EXPECT SUCCESS"

MISSION
Perry County Schools raising the standard for lifelong learning

VISION
The vision of Perry County Schools is to ensure student success as measured by college and career readiness, through the building and sustaining of appropriate systems for continuous academic achievement and lifelong endeavors.

NON-NEGOTIABLES

o The Perry County School district will promote a positive culture void of excuses through effective communication.

o All stakeholders (i.e., board members, central office staff, school administrators, teachers, students, community members and parents) will work with clearly defined, transparent, roles/jobs descriptions resulting in sustainable systematic action plans.

o Pertinent data must be produced by any stakeholder requesting resources, and resources must be continually monitored for effectiveness through data analysis.

o All Perry County students will internalize their goals/benchmarks and co-lead a curriculum that prepares them for the next level.

o Within our educational community, each member will hold other members and themselves accountable and will not experience an environment where fear serves as a barrier to success.

Foreword

Kentucky law requires that each school district adopt board policies pertaining to staff evaluation and that a plan and procedures be submitted to the Kentucky Department of Education for approval.

The Perry County Board of Education recognizes that the evaluation of all certified staff members is essential to the achievement of the educational goals of the district. This policy and its accompanying procedures specify the rationale and methods for so doing. The purpose of this evaluation program is to promote professional excellence and improve the skills of teaching staff members, improve student learning and growth, and provide a basis for the review of staff performance.

In order to assure the greatest benefit to the district from this program of evaluation, the Board will provide skilled leadership, adequate resources for supervision, quality professional development, and time to conduct evaluations properly. These factors are intended to improve learning experiences of students.

The evaluation process is a valuable tool for the improvement of teaching and learning in Perry County Schools. This process has been developed to guarantee that our certified personnel are, and remain, professional, motivated, and highly skilled. With this in mind, Perry County Schools are involved in an evaluation process that we believe will provide positive benefits for personal growth and the improvement of education in our school district.

Jonathan Jett, Superintendent
Perry County Schools

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 foremost.

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.

The principal is primarily responsible for evaluating teachers with the assistance of an assistant principal where appropriate. One year summative cycle teachers will be evaluated yearly and three year summative cycle teachers will be evaluated at least every three years following the requirement of the TPGES/OPGES system.

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.

The local school district shall designate a contact person responsible for monitoring evaluation training and implementation of the Professional Growth and Effectiveness System.

Perry County Schools
Certified Evaluation Plan
Table of Contents

ASSURANCES
CERTIFIED EVALUATION PLAN

The **Perry 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 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 3:345. The PGP will be reviewed annually.

All administrators, to include the superintendent and teachers on a one (1} year summative cycle will be evaluated annually.

All teachers on a three (3) year summative cycle will be evaluated a minimum of once every three (3) 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

_____ *5/19/2015* _____

Signature of District Superintendent

5- 19-2015
Date

Signature of Chairperson, Board of Education

5-19-2015
Date

6

Certified School Personnel Evaluation Plan

Perry County Schools
315 Park Avenue
Hazard, Kentucky 41701

Superintendent: Jonathan Jett

Evaluation Contact Person: Johnny Wooton (606) 439-5813
Superintendent Designee for Evaluation of Administrators

Evaluation of Certified Personnel Committee: 50/50 Committee

Administrators:
1. **Johnny Wooton Central Office**
2. **Scott Johnson   Central Office**
3. **Regina Meehan   Chavies Elementary**
4. **Delilah Sue Brashear Viper Elementary**
5. **Paula Boggs   Assistant Principal Buckhorn School**
6. **Harvey Colwell   Central Office**

Teachers
1. **Missi Daniels Robinson Elementary**
2. **Kathy Callahan East Perry Elementary**
3. **Megan Watts   Viper Elementary**
4. **Emily Duke Chavies Elementary**
5. **Kim Chaney Perry County Central High School**
6. **Sarah Howard Montgomery   District G/T Itinerant Teacher**

Certified Appeals Committee

Administrator: Harvey Colwell

Teachers (Popular Vote)
Jan Maggard, R. W. Combs Elementary
Gerald Brashear, East Perry Elementary

Alternate(s) 1st Alternate: Teresa Brewer, Buckhorn School
2nd Alternate: Melissa Moore, Viper Elementary

Perry County School District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System – Certified Teacher
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 leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Roles and Definitions (These are from the 5.0 version along with Full and Mini observations defined)

A. **Roles and Definitions**
   1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
   2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
   3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position in a district for which certification is required by EPSB.
   4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
   5. **Conference:** A meeting between the evaluator and the evaluatee for the purpose of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
   6. **Evaluatee**: A certified school personnel who is being evaluated.
   7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
   8. **Formative Evaluation:** is defined by KRS 156.557(1)(a).
   9. **Full Observation:** An observation lasting from the beginning to the end of the lesson usually lasting around 60 minutes conducted by the certified evaluator who collects evidence based on the established framework for TPGES/OPGES.
   10. **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.

11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other personnel, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** is defined by KRS 156.557(1) (b).
14. **Mini Observation-**An observation lasting no less than 20 minutes and/or no more than 30 minutes in length in which the observer may collect evidence for a specific area of the framework that can be selected by the observer.
15. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgements, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
16. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
17. **Observation Calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
19. **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.
20. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Rating:** The summative descriptions of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
23. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
24. **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.
25. **Professional Growth Plan:** An individualized plan for a certified personal that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources

and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

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

27. **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.

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

29. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Section 7 and 10 of this administrative regulation.

30. **State Contribution:** The student growth percentiles, as defined in 703.KAR 5:200, Section 1(11), for teachers and other professionals and the next generation learners goal for principals and assistant principals.

31. **Student Growth:** is defined by KRS 156.557(1)(c).

32. **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 uses local formative growth measures.

33. **Student Growth Percentiles:** Each student's rate of change compared to other students with a similar test score history.

34. **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 teacher or other professional evaluatee.

35. **Summative Evaluation:** is defined by KRS 156.557(1)(d).

36. **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.

37. **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.

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching	**Specialist Framework for Other Professionals**
Planning and Preparation	Planning and Preparation
Classroom Environment	Environment
Instruction	Instruction/Delivery of Service
Professional Responsibilities	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. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

Required for All Perry County teachers
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8-Math & ELA)

➔ Other Measures of Student Learning (See p.44)

➔ Products of Practice (See p.44)
➔ Other Sources (e.g., surveys) (See p.44)

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category, All Summative Ratings will be recorded in the department-approved technology platform.

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS

OVERALL PERFORMANCE CATEGORY

See *MINIMUM CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY*

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

PROFESSIONAL PRACTICE RATING

OVERALL STUDENT GROWTH RATING (H/E/L)

GROWTH PLANNING MATRIX

GROWTH PLAN AND CYCLE

PROFESSIONAL JUDGMENT & DECISION RULES

PROFESSIONAL JUDGMENT & DISTRICT-DETERMINED DECISION RULES

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

PROFESSIONAL JUDGMENT

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE RATING
- Observation
- Student Voice
- Professional Growth Plans and Self Reflection
- Other: District-Determined (optional)

SOURCES OF EVIDENCE TO INFORM OVERALL GROWTH RATING
- State Contribution – Student Growth Percentiles (SGPs)
  - State-Defined High/Expected/Low
  - 3 Years of Data (when available)

AND

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

PROFESSIONAL PRACTICE

STUDENT GROWTH

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

Professional Practice

Self-Reflection and Professional Growth Planning

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

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including classroom observation feedback, 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.

Required for all Perry County Teachers

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

- **PROFESSIONAL GROWTH PLAN**

  As part of the formal evaluation process, all certified staff members below the level of superintendent shall develop an annual professional growth plan in collaboration with his/her immediate supervisor. The professional growth plan must be aligned with the specific goals and objects of the school or district improvement plan and with findings of formative evaluations conducted by supervisor. Any personnel who receives an overall score of "Ineffective" shall develop goals on the professional growth plan that address the standard where that score has been assigned and directed by the evaluator. Growth plans are reviewed annually.

  The professional growth plan will be reviewed and monitored by the immediate supervisor. For those personnel being evaluated during any given year, the growth plan shall become a part of the official summative evaluation documentation. Former Professional Growth Plan evidence can be used in the summative rating. (See Appendix D)

  Conferences must be held to evaluate progress toward improvement plan goals. After two (2) conferences, if no progress is apparent, the principal shall involve the next level of supervision in the evaluation process. To ensure fairness to all personnel, no evaluator shall evaluate members of his/her family. Family members shall be defined in the instance pursuant to Section 4 KRS

160.180. Evaluation in such a case shall be conducted by the next level of supervision. The evaluation process developed for the superintendent by the local board of education shall I include provision for assistance for professional growth of the superintendent pursuant to KRS 156.111.

TIMELINE FOR SELF/REFLECTION/PGP

September 15th	**Teachers and Other Professionals will reflect on his/her current growth and completes the Self Reflection using the Framework specific to their job description. Teacher will develop a Professional Growth Goal focused on an identified area based on information and data currently available. Administrator must approve the Professional Growth Goal.**
October 30th	**Collaborates with his/her administrator, develops growth plan, student growth goals and action steps. Administrator must approve the Student Growth Goal.**
January 15th	**Implementation/Reflection on progress and impact of the plan on his/her professional practice will occur during mid-year review. Any adjustments will be made to PGP at this time.**
January-April	**Modifies plan as appropriate and continues implementation and ongoing reflection.**
April 15th	**Summative reflection on the degree of goal attainment and implications for next steps will be discussed between certified staff members and building level supervisor.**
Late Hires	**Certified Staff who are a late hire to the district will have 30 school days after their date of hire to complete both their Self Reflection and Teacher Growth Goal using district approved forms and/or the state approved format. Administrator must approve the PGP.**
Documentation Process	**Building level administrators will meet with certified staff either in a Professional Learning Community or hold individual conferences with staff to develop, approve, and monitor the completion of the Self**

	Reflection, Professional Growth Goal, and Student Growth Goal requirements. Conferences will be held (3) three times throughout the year (fall, mid-year, and spring) to monitor all certified staff including other professionals' progress and completion of goals. Documentation of Self Reflections, Professional Growth Goals, and Student Growth Goals will be recorded using district developed electronic documents or the state approved platform and will be kept on file at each school.

Timeline will be tentative based on any adjustment of the calendar 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 a summative rating. Peer observation is used only for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

The observation model must fulfill the following minimum criteria:

Required for all Perry County Teachers

- **Four (4) observations in the summative cycle. A minimum of three (3) observations conducted by the supervisor and one (1) 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.**
- **Address any differences for Other Professionals**

Documentation of Evidence	Documentation of Evidences for Full, Mini,

	and Peer Observations will be maintained by using district developed electronic forms or other district/state approved electronic formats. Documentation will be based on the Framework specific to certified staff job description. Observations of Other Professionals will be conducted as site visits using the OPGES Frameworks and the approved observation forms. Documentation will be completed on district approved forms or state approved platform.

Observation Schedule

Required for All Perry County Teachers

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

   Scheduled Observations
   The principal will conduct scheduled observation according to evaluation requirements in which the teacher is informed of the date and time. A Pre-Observation Form is to be presented to the evaluator by the teacher (at least one day in advance)

   Unscheduled Observations
   The principal can also conduct unscheduled observation during the evaluation year or cycle. Additional unannounced observations may be conducted if considered necessary.

Observation Timeline

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate certified school including other professionals shall be explained and discussed with certified school personnel no later than the end of the first thirty (30) calendar days of reporting for employment for the school year.	Within 30 calendar days of reporting for employment.
Step 2	PRE-OBSERVATION (TEACHER): Principal holds a pre-observation conference with teacher to be evaluated during the year.	Three days prior to scheduled observation
Step 3-1	FORMAL OBSERVATION: Conduct formal observation and collect formative data. (**Intern Teacher and principal**) (Post Observation Conference held within 5 days of the full observation).	District will adhere to the KTIP approved guidelines when completing evaluations
Step 3-2	Formal Observation: Conduct formal observation and collect formative data (**One Year Summative Cycle Teachers including Other Professionals)** (Post Observation Conference held within 5 days of the full observation). Post observation conferences for mini and peer observations will also be conducted in a face to face meeting.	Observations will be over a one year cycle. First Semester - Supervisor Full Observation - Supervisor Mini Observation Second Semester - Mini Peer Observation - Full Summative (April 15th) Additional observations can be conducted if deemed necessary.
Step 3-3	FORMAL OBSERVATION: Conduct formal observations and collect formative data. (**Three Year Summative Cycle Teachers including Other Professionals**) (Post Observation Conference held within 5 days of the full	Observations will be over a three year cycle with the peer and summative in

	observation). Post observation conferences for mini and peer observations will also be conducted in a face to face meeting.	the final year of the cycle. Additional observations can be conducted if deemed necessary. One mini observation from administrator and one mini observation from a peer observer. Year One-Full Year Two-Supervisor Mini Year Three- Peer Mini Observation, Summative Evaluation from Supervisor. All observation must be completed by April 15th.
Step 3-4	FORMAL OBSERVATION: Conduct formal observation and collect other formative data (**Administrators)** (Post Observation Conferences held within 5 days of the full observation). Site Visits will utilize the Principal Performance Standards.	Two required formal observation annually when results are satisfactory (More observations shall occur when results are considered Ineffective)
Step 4	OBSERVATION SCHEDULE FOR LATE HIRES: Conduct formal observations and collect formative data (Late Hires) (Post observation conferences held within 5 days of the formal observation).). Post observation conferences for mini and peer observations will also be conducted in a face to face meeting.	For evaluates who are not employed 60 or more consecutive school days a minimum of one full and one peer observation will be required if the evaluatee in is the summative year. If the evaluatee is not in summative year, the observation

		requirements will not be reduced.
Step 5	INDIVIDUAL GROWTH PLAN-An individual growth plan shall be developed jointly by evaluator and evaluatee.	Growth plans shall be developed after the first formal evaluation and post conference and reviewed/modified periodically referencing the school improvement plan. Three Year Summative Cycle teachers who are not being evaluated during the current year develop/revise growth plans each year following the established timeline.
Step 6	SUMMATIVE EVALUATION: Evaluator completes evaluation summary	April 15
Step 7	SUPERINTENDENT RECOMMENDATION: Evaluator recommends re-employment/termination to superintendent for One Year Summative Cycle teachers.	April 20

*All dates are tentative based upon the adjustments of the calendar year.

Peer Observation

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

Required for all Perry County Teachers

- **All Teachers and Other Professionals will receive a peer observation in their <u>summative year</u>.**

- **All Peer Observers participating during the summative year observations will complete the department approved training once every three (3) years.**
- **All peer observation documentation will be accessed only by the evaluatee.**

.

PEER OBSERVATION SELECTION

Selection/Assignment at the School Level (Criteria)	The district/school will select a percent of their certified staff to serve as peer observers as part of the peer observation process. Three peer observer groups will be developed: an elementary K-4, a middle school peer group 5-8, and a high school peer group 9-12 from which teachers can select their peer observer. Criteria will be established for the peer observer selection. (See Appendix G) Additional teachers will be selected as current members rotate off the pool of peer observers on an as needed basis.
Process	Peer Observers can be selected for teachers and Other Professionals from one of the following methods: • Pool Selected at the district level • Pool selected at the school level • May be assigned to schools/teachers at the district level (PGES Coordinator) • May be assigned to teachers at the school level (Assigned by principal) • Teachers may select from a pool of Peer Observers (with Principal Approval) • In the case that a peer observer cannot be selected from the district pool, a peer observer can be selected from outside the district. (Ex: a DHH teacher, etc.) • Any of the combinations above
Other Professionals/Alternative Settings	Peer observers with like job descriptions will be assigned "when possible" to other

	professionals and alternative setting classrooms. Peer observations for other professionals will be similar to a site visit and follow the Other Professional current Framework specific to their job description. Peer observations completed on alternate settings will be completed using the appropriate framework and with the understanding of alternate setting requirements.
Training	Upon selection as a peer observer, teachers will complete the required Peer Observation Modules required for certification as a peer observer. Documentation/Professional Development Certification will be kept on file at central office by the PGES Point of Contact.
Requirements	Must complete the state developed training every three (3) years. Must complete peer observation during the summative year of the evaluation. Peer observations will be completed using district developed/approved electronic forms and/or the state approved platform.
Confidentiality (Do we need to refer to appendix).	All Peer Observers will be required to sign a confidentiality agreement relating to the Peer Observation process. These confidentiality agreements will be kept on file at central office by the PGES Coordinator.

Observation Conferencing

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

Required for all Perry County Teachers

.

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

PERRY COUNTY EVALUATION PROCEDURES

The immediate supervisor of the certified school employee shall be designated the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. Teachers will also have the opportunity to be observed by a peer observer selected from a pool of certified peer observers who provide formative feedback to the teacher. If requested by the teacher an additional observation can be conducted. The selection of the third party observer shall, if possible, be determined through mutual agreement by the evaluator and evaluatee. A teacher who exercises this option must do so, in writing to evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and the evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third party observer. The monitoring or observing of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

ONE YEAR SUMMATIVE CYCLE TEACHERS

Intern teachers shall follow all rules and regulations as set forth by the Beginning Teacher Internship Program 704 KAR 20:320 and when applicable the Evaluation Guidelines 704 KAR 3:345. A copy of the Internship Summary Form, which is submitted to the Division of Certification, shall be placed in the intern's personnel file. All intern observations will follow the Teacher Internship Program guidelines.

Each one year summative cycle teacher other than interns will have two formal and two mini observations completed during their one year evaluation cycle. Evaluators will complete one full and one mini observation during the first semester followed by a mini peer observation and summative evaluation during the second semester. These will be completed on a yearly basis until receiving a three year summative cycle status. Multiple observations are required for one year summative cycle certified personnel.

An individual growth plan will be developed annually. This plan may be an enrichment or improvement plan, based on the performance rating of the formal evaluation and/or formative data.

The summative evaluation will be completed by April 15th. This date will be tentative based on any adjustment to the school calendar.

A copy of the formative observations and the summative evaluation report will be given to the teacher.

The summative evaluation report will be placed in the teacher's file in the Central Office. Evaluations completed by both evaluators and peer observers will be housed on district approved forms and/or the

state approved platform. Evaluations will be documented on approved forms and become part of the official personnel files.

THREE YEAR SUMMATIVE CYCLE TEACHERS

Three year summative cycle teachers will be evaluated using the observation cycle outlined in the Certified Evaluation Plan.

Three year summative cycle teachers will be evaluated using the observation model with the peer observation and final full observation occurring in the summative year. Example: Year 1: Full, Year 2: Mini, Year 3: Peer Mini and Full Summative.

An individual growth plan shall be developed annually. This plan may be an enrichment or improvement plan, based on the performance rating of the formal evaluation and/or formative data and reflected in the school/district comprehensive improvement plan.

Multiple observations (full or mini) will be conducted with three year summative cycle teachers when deemed necessary by the evaluator or the evaluatee.

The summative evaluation for three year summative cycle personnel will be completed by April 15th.
This date will be tentative based on any adjustments to the school calendar.
A copy of formal observations and evaluations will be given to the teacher. Opportunity for written response shall be included in the personnel record.

The summative evaluation report will be placed in the teacher's file. Evaluations completed by both the evaluators and peer observers will be housed on district approved forms and/or the state approved platform. Evaluations will be documented on approved forms and become part of the official personnel file.

OTHER PROFESSIONALS

Teachers who fall into the Other Professionals category such as counselors, psychologists, library media specialists, instructional specialists (curriculum coaches, math specialists, reading specialists), and school speech therapists will be evaluated utilizing the OPGES Framework that is specific to their job description. Other professionals will be evaluated following the same protocol as a first year summative cycle teacher or a three year summative cycle teacher. OPGES participants will receive full, mini, and peer observations as part of the evaluation cycle. Evaluators will complete one full and one mini observation during the first semester followed by a mini peer observation and summative evaluation during the second semester.   Observations will be conducted similar to site visits as much as possible when evaluations occur. Evaluations completed by both the evaluators and peer observers will be housed on district approved forms and/or the state approved platform. Evaluations will be documented on approved forms and become part of the official personnel file.

EVALUATION PROCESS

Evaluators

All evaluators shall be trained in accordance with the rules and regulations as set forth in KRS 156.101. All Perry County evaluators shall be certified in the state approved certification platform and have updated training sessions on procedures and instruments before the beginning of each school year.

All trainings shall be conducted by persons who have received training in evaluation and/or have conducted training in evaluation methods.

The following personnel are listed as evaluators:
    a. The Perry County Board of Education will evaluate the superintendent.
    b. The superintendent or designee will evaluate Central Office personnel and principals.
    c. Principals and assistant principals will evaluate all certified personnel assigned to their schools.
    d. Peer Observers will conduct mini formative observations with certified employees.
    e. Itinerants will be evaluated by the principal at the home school in consultation will other building principals as needed.

DESCRIPTION OF THE EVALUATION PROCESS

The evaluation process consists of several basic steps. Each step is designed to provide both the teacher and evaluator an orderly process for collecting information about the strengths and weaknesses of the staff member. The direct but simple process encourages continuous professional development in the areas essential to the learning process.

The pre-evaluation, formative, summative, and growth plan monitoring is described as follows:

PRE-EVALUATION CONFERENCE (PGES/OPGES)

STEP 1
- The evaluator explains and discusses the evaluation process with all certified staff.
- The evaluator determines the members of the staff that are to participate in the evaluation process during the school year.
- The district's "Teacher Evaluation Schedule" is to be prepared by the principal and one copy is forwarded to the Central Office by the end of the first month of school.
- One year summative cycle teachers evaluated annually.
- Three year summative cycle teachers evaluated over a three year cycle.

STEP 2
- The evaluator informs all members of the staff, listed on the "Teacher Evaluation Schedule", that they will be evaluated during the school year. A written notification/agenda and a

conference/meeting shall be completed by the end of the first month of reporting for employment for each school year.

- The evaluator shall conduct a pre-evaluation conference with each teacher on the evaluation list by October 15th of the school year. The conference shall provide the teacher with detailed information about the evaluation procedures that include the following:
  - ❖ data collection procedures (observation, conferences, review of lesson plans, records, etc.)
  - ❖ form information (types, completion dates, use of information, etc.)
  - ❖ evaluation criteria (copy of criteria)
  - ❖ timetable of events
  - ❖ types of evaluation
  - ❖ growth and enrichment plans (writing and monitoring)
  - ❖ summative evaluation procedures
  - ❖ confidentiality of evaluation process
  - ❖ use of evaluation reports
  - ❖ roles and responsibilities of teacher and evaluator
  - ❖ addresses differences in peer and full observations
- The evaluator may meet with the teachers as a group or individually. Regardless of the method used, all pertinent information is to be provided and time permitted for conversation and questions. Teachers may request additional time if special questions or situations warrant an individual conference.

FORMATIVE PROCESS

PRE-OBSERVATION Conferences (Full, Mini, and Peer Observations for PGES/OPGES)

Pre-observations conferences will be required for full, mini, and peer observations for PGES/OPGES participants. Pre-observations must be conducted three (3) days prior to the scheduled observation. Pre-observations can be conducted by electronic forms of communication.

The teacher is responsible for providing the observer with pertinent information of the lesson to be observed for scheduled (formal) and (mini) observations.

A Pre-Observation Information Form (PIF), provided in the appendix, is to be completed by the teacher at least one day prior to the observation date. The form is to be completed only for scheduled observations. (Appendix A)

The purpose of the PIF is to provide the observer immediate knowledge of the lesson to be observed and to pinpoint the unique characteristics of the class. The form is to be used to set the stage for the observer so he/she can focus immediately on the teaching-learning process. A mini or peer observation can also complete a pre-observation conference through electronic forms of communication.

The PIF is attached to the Formative Observation Instrument and is to become a part of the observation data file. It is recommended that the teacher keep a copy of the form in his/her file. This document can also be uploaded as an artifact using district approved forms and/or the state approved platform

OBSERVATIONS

For teachers, the formative observations (minis) will usually cover about 30 minutes of the lesson/class period. The content and length of any observation will be determined by the evaluatee and evaluator in advance of the actual observation.

Data which describes the teaching/learning situation will be gathered and recorded on the observation form and recorded on district approved forms and/or the state approved platform.

The principal (evaluator) or peer observer is to observe the teaching/learning process and provide feedback to the teacher according to timelines established within the Certified Evaluation Plan.

See timeline for one year summative cycle teachers and three year summative cycle observations on pages: 19-21 of CEP plan.

Supporting Data and Input
- Informal, non-scheduled visits are part of the evaluation process.
- Data or anecdotal notes will be shared with the teacher/administrator in writing.
- Evaluators will keep files current.
- Work samples and data should be used for both formative and summative evaluation purposes. These include student grade reports, memoranda, lesson plans, and/or student work samples.
- Teachers will be encouraged to maintain a professional development portfolio (teacher data notebook) which may contain the following types of information and which may be considered by the evaluator during the evaluation process:
    - ❖ transcripts and certificates
    - ❖ projects, units, lesson plans, etc.
    - ❖ writings, self-assessments, surveys, etc.
    - ❖ use of technology, special performances, recognitions, etc.
    - ❖ formative observations and summative evaluation reports
    - ❖ professional growth plans
    - ❖ Other (any other supporting evidence teacher deems supports evaluation)

Post-Observation Conferences (Full, Mini, and Peer Observations for PGES/OPGES)

Following the observation, the evaluator will analyze the data.

The principal will conduct a conference following each scheduled and non-scheduled observation for PGES/OPGES participants (full or mini). Post observation conference should be conducted within five (5) working days of the observation. A post observation form is provided in the appendix and is to be completed during the post conference. (See Appendix B)

Peer Observation conferences for PGES/OPGES will be conducted to share formative feedback to the teacher or other professional in which they have completed a peer observation. Post observation conferences should be conducted within five (5) working days of the observation.

The post observation process for teachers and other professionals shall include a conference or conferences to discuss his/her strengths and weaknesses as determined by the specific data regarding the performance criteria. A growth plan for each teacher must be developed during the post-observation conference.

At the conclusion of the formative and/or summative conferences, the teacher or administrator may file a written response within ten (10) working days. This response will be attached to the observation/evaluation report and included in the teacher/administrator's file.

Conferences should be conducted for non-instructional standards after a review of records, teaching plans, and school related events in which documentation will be complied or collected.

Conferences may also be initiated by the teacher in order to receive clarification, explain circumstances, review plans, plan professional development, and to receive general guidance.

MONITORING OF NON-INSTRUTIONAL DUTIES:

Monitoring of Non-Instructional Duties are referred to as Domain 1-Planning and Preparation and Domain 4-Professional Responsibilities as the district's standards as reflected in the Framework for Teaching. These standards are specific to PGES/OPGES teachers and are to be monitored consistently and do not require scheduled observations.

SUMMATIVE EVALUATION

The principal is to schedule a summative evaluation conference according to the district's evaluation timetable which is located on pages 18-20. During the conference, the principal and teacher or other professional will review the previous observation reports, enrichment/growth plans, and other pertinent data compiled during the evaluation year or cycle. This conference shall include all applicable Professional Growth and Effectiveness data.

The principal is to respond to all areas on the summative evaluation form.

The principal will present the summative evaluation form to the teacher or other professional, discuss the rating, and both teacher and principal will sign all documents.

The following are suggested documents that may provide pertinent information in completing the Summative Evaluation Report:
- observation process
- teacher lesson plans
- student test data
- growth and/or enrichment plans
- teacher files and portfolio pieces (optional)
- anecdotal records/reports
- incident reports

- parent complaints
- attendance rosters
- duty rosters
- committee rosters
- principal's notes
- professional development records
- certificates of certification and achievement
- record of participation in school functions.
- Any other item identified in Certified Evaluation Plan

IMPROVEMENT PLANS

It shall be the policy of the district to offer assistance to any personnel who, due to a performance evaluation, receives an "Ineffective "overall rating on the summative evaluation. If a teacher receives an overall "Developing" rating consecutively over a two to three year period an improvement plan will be assigned. This improvement plan will be determined at the discretion of the immediate supervisor.

The improvement plan will be developed in conjunction with his/her immediate supervisor and the appropriate district personnel. The plan will outline specific strategies to be implemented immediately in order to improve performance of the employee. The plan will be formally evaluated by the primary evaluator. (See Appendix C)

After reasonable time has been given to implement the improvement plan and growth has not occurred then the certified employee will be placed on a Corrective Action Plan by the building level supervisor and/or the appropriate district personnel. (See Appendix D)

Observer Certification

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

To ensure consistency of observations, evaluators must also be trained, and approved using the Proficiency Observation Training for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are three (3) sections of the proficiency system:

- Framework for Teaching Observer Training
- Framework for Teaching Scoring Practice
- Framework for Teaching Proficiency Assessment

Required for All Perry County Evaluators

The established cycle for observation certification is as follows:

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

- **Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:**
  - o **Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.**
  - o **In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will determine how to ensure teachers and other professionals have access to observations by making the following decisions:**

The process to ensure that all supervisors have obtained observation certification with the state approved certification platform will include monitoring by the TPGES/PPGES district contact. All supervisors will adhere to an established deadline for completing certification. In the case that supervisors do not reach proficiency status on their first try, peer mentor sessions will occur with both central office administrators and other principals who have reached proficiency status as assigned by superintendent and/or designee. Sessions will include the review of the Danielson Framework, identifying evidence, bias, and interpretation, as well as, reviewing video sessions and assigning appropriate scores based on the established rubrics. These sessions will ensure that administrators have sufficiently be given additional practice time to perform at mastery level on the Proficiency Assessment. The superintendent and/or designee will monitor supervisor certification to ensure that all supervisors meet observation certification requirements both initial certification and calibration.

To ensure that teachers will have access to certified observers in the case where the supervisor is not certified, a certified evaluator will be assigned by the superintendent and his/her designee from a pool of certified evaluators (This may include district-level personnel or principals from another building who has been certified through the proficiency system) to assist in conducting the observation with the building level principal (modeling the process). The observation data provided by the substitute observer will be considered a valid source of evidence if the supervisor participated

(passively) in the observation. Teachers who are to be evaluated will be notified of the assigned certified evaluator before the evaluation process begins.

To ensure that late hire supervisors obtain certification, the superintendent and/or designee will register supervisors with the state approved certification platform and establish a timeline for completion of the initial certification based upon the hire date of the supervisor. The newly hired supervisor will be assigned a mentor by the superintendent and/or designee to assist with training in understanding the various aspects of PGES/OPGES/PPGES. Training will include identifying evidence, bias, and interpretation. Until certification is complete, a certified evaluator will be assigned to assist the newly hired supervisor with required observations of staff. The certified evaluator will conduct all observations.

Observer Calibration

As certified observers may tend to experience "**drift**" in rating accuracy, the district completes a calibration process each year where certification is not required (see chart under Observer Certification). The calibration process is 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 ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

Required for Perry County Administrators

- **Observer calibration during years two (2)   & three (3) of the Observer Certification process based on the department approved platform**
- **Re-certification after year three.**

Process	Documentation
Initial Certification Process	A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.
Calibration Process Year 2	One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. All administrators currently holding initial certification will be registered for the calibration process and will complete calibration requirements within an established timeline by the

	superintendent and/or designee. District will provide opportunities such as professional learning communities, peer mentoring, or individual practice scoring sessions with additional videos before completing the calibration process. Documentation of the calibration process will be kept on file at central office and will be available upon request.
Calibration Process Year 3	Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. All administrators currently holding initial certification will be registered for the calibration process and will complete calibration requirements within an established timeline by the superintendent and/or designee. District will provide opportunities such as professional learning communities, peer mentoring, or individual practice scoring sessions with additional videos before completing the calibration process. Documentation of the calibration process will be kept on file at central office and will be available upon request.
Re-Certification Year 4	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. District support services will be available to assist all supervisors in the re-certification process.
Recalibration Process	In the case where administrators do not meet calibration requirements and fall within the "Red" or "Yellow" rating, administrators will receive additional calibration practice/scoring to support the reliability of the calibration process. The administrator will be assigned by the superintendent and/or designee to work with an administrator who has passed the calibration process to review additional practice videos and to review documentation of evidence, bias, and interpretation. District administrators will also provide additional support/training necessary to ensure calibration requirements. Administrators who score "red" or discrepant in calibration will be required to complete an additional calibration window after support and intervention has been provided.

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.

Required for all Perry County Teachers

- **All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.**
- **Student selection for participation must be consistent across the district.**
- **Results will be used to inform Professional Practice.**
- **Formative years' data will be used to inform Professional Practice in the summative year.**
- **All teachers and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement.**
- **The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.**
- **The survey will be administered in the school.**
- **Survey data will only be considered when ten (10) or more students are respondents**.

Student Voice Surveys

Point of Contact	District PGES POC/Infinite Campus POC
Selection of Student Groups	District will determine the number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school. Ex: May choose all second period classes. Only teachers who have a minimum of 10 students respond to items on the student voice survey. Teachers may also choose to combine two class periods to meet the 10 student response minimum in order to receive student voice survey data. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.
Process for Equal Access for All Students	Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the

	Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.
Student Voice Survey Timeline	A two week window for the Student Voice Surveys will be set by the state at which time schools will complete Student Voice Surveys. These timelines may occur at different times throughout the school year. District will determine the Student Voice Survey window for school participation.
Cases involving less than 10 Students	In the case where there are less than 10 students assigned to a teacher, the district will administer either an electronic or paper/pencil version of the state approved Student Voice Survey questions. This applies to situations such as but not limited to alternative settings, special education teachers, and other professionals who serve less than ten (10) students on their caseload. All teachers who serve students in an instructional capacity will have a group of students respond to the Student Voice Survey regardless of group size. For teachers who have less than 10 students, the data will not be considered when making a professional practice rating.
OPGES	Other professionals will participate in Student Voice Surveys that are specific to their job classification. Student Voice Surveys will be completed during the two week testing window determined by the state. OPGES participants must comply with state requirements for reporting.

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 and other professionals in the district, including those who receive MSGP.

The following graphic provides a roadmap for determining which teachers receive which contributions:
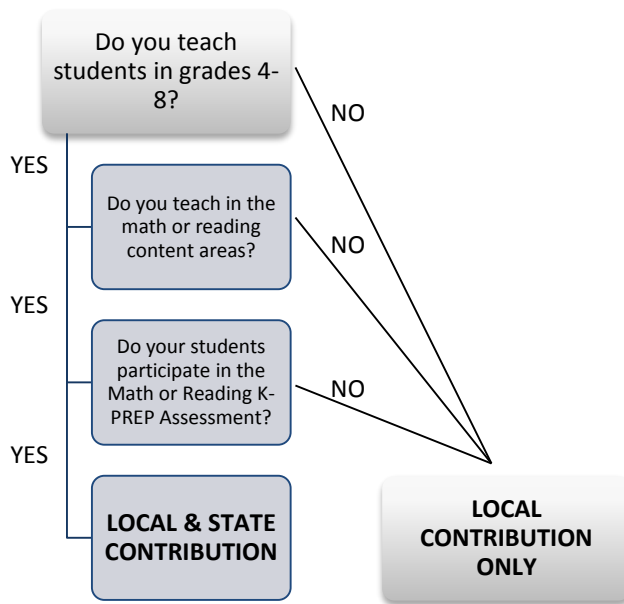
State Contribution – Median Student Growth Percentiles (MSGP)- (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The rating will be calculated using the MSGP's for the students attributed to the teachers of grades 4-8 Math and ELA classes. 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)0-All teachers and Other Professionals

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

Rigor-congruency to the Kentucky Core Academic Standards

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

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

Required for all Perry County Teachers

- **Identify all criteria for Student Growth Goals.**
- **All teachers and other professionals will write a Student Growth Goal based on the criteria.**
- **Protocol for ensuring rigor**
- **Protocol for ensuring comparability**

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. All students will demonstrate student growth.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- All teachers and other professionals will write one Student Growth Goal based on the criteria found within the standards specific to their job assignment.

Rigor and Comparability of Student Growth Goals

In order to ensure both rigor and comparability in our district's Student Growth Goal developmental process a combined process of using a rigor rubric (Appendix H) and school or district peer reviews will be implemented. A Student Growth Goal will be considered rigorous and comparable when there is a uniform expectation for student achievement and the goal is consistently aligned with the standards. This does not mean that schools use the same pre/post measures or that the expectations for growth percentage are the same across the district. The following protocol will ensure rigor and comparability across our schools and district.

RIGOR PROTOCOL

Number of Growth Goals	**All teachers, other professionals, alternative settings, and preschool teachers will develop the minimum of one (1) Student Growth Goal based on the framework or standards specific to their job assignment.**
Process/Protocol	**Step 1: Determine Needs** • **Context of identified class, student population** • **Interval of instruction** • **Identify content area enduring skills** • **Sources of evidence to establish baseline data and measure of student growth** **Step 2: Create a specific learning goal** • **Specify expected growth and proficiency targets** • **Apply SMART Criteria** • **Explain rationale for goal/how targets meet expected rigor** **Step 3: Create and Implement Teaching and Learning Strategies** • **Describe personal learning needed to support students attainment of growth goal** • **Instructional strategies to obtain goal** **Step 4: Administer assessment to establish baseline**

	data to set low, expected, and high measureable growth. **Step 5: Monitor Student Progress through on-going Formative Assessment** • Plan for progress monitoring **Step 6: Determine whether students achieve goal** • Analyze results (summative/post assessments • Reflection/Next Steps
Instruments	**In order to determine if the teacher created Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria from Appendix H.** **Teachers can use other planning tools such as the Enduring Skills Checklist, Think Plan Guidance format for developing Student Growth Goals, and the CASL work on Target/Method match to ensure rigor.**

COMPARABILITY PROTOCOL

Administration Protocol	Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria: • **aligned with standards identified in the student growth goal?** • **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?** • **accurately measures the growth of individual students?** • **measures what it says it measures and provides consistent results?** • **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?**
Scoring Process	**Step 1: Principal and teacher meet to review relevant data sources and determines area of focus.** **Step 2: Teacher will use the SGG template (Appendix I) to develop the Student Growth Goal. Teacher will also develop the plan to reach the goal and include the appropriate assessments . The student growth goal must contain both growth and proficiency**

	measures.
	Step 3: Grade level/department teams, PLC's, or other collaborative groups shall be utilized as support when developing the SGGs for submission to Principal for approval.
	Step 4: The PLC will determine if pre/post measure will yield true student growth data and would be comparable growth measures.
	Step 5: Once the goal has been vetted by the peer group the teacher will meet with the principal to approve goal and plan/review strategies to meet the goal.
	Step 6: Teacher will establish baseline data to set low, expected and high growth measures.
	Step 7: Provide formative assessments to monitor student progress toward growth goal.
	Step 8: Complete post-assessment to determine proficiency and growth target for established growth goal.

Determining Growth for a Single Student Growth Goal (SGG)

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth

Required for Perry County

- **Describe the protocol or process for using multiple sources of data and evidence to determine student growth ratings as low, expected, high for both growth and proficiency.**
- **Describe the protocol or process for using multiple sources of data of evidence to determine student growth ratings as low, expected, and high for other professionals and alternative settings**.

Determining Growth for Single Growth Goal

Process for determining growth (high, medium, low)	The chart below provides more guidance and determining growth. It defines the growth and proficiency components. (see charts below)
Measures	Pre-Test/Post –Test-Teachers will use pre/post tests to determine the growth identified in their goal. These assessments can be identical or comparable versions.

	Formative assessments will be used to determine student growth throughout the process. Evidence will include student work samples, formative and summative assessments, and scoring guides/rubrics used to measure student growth.

*The proficiency target rating and the growth target rating will be combine for one overall local student growth goal rating. The charts below provide information on the criteria for the ratings and combined overall local growth goal. In order for a teacher to have Expected or High Growth then all students in the group shall show progress toward the goal.

PROFICIENCY TARGET RATING		
LOW	EXPECTED	HIGH
Does not meet proficiency target within 10%	Meets proficiency target within 10% (of the established target)	Exceeds proficiency target

GROWTH TARGET RATING		
LOW	EXPECTED	HIGH
≤74% of students meet growth target	75%-89% students meet growth target *Expected growth must ensure that ALL students have measurable growth.	≥90% of students meet growth target

The matrix below will be used to assign the overall rating of the growth goal by the building level supervisor.

LOCAL STUDENT GROWTH GOAL RATING		
GROWTH TARGET	PROFICIENCY TARGET	OVERAL SG RATING
HIGH	High	High
	Expected	High
	Low	Expected
EXPECTED	High	High
	Expected	Expected
	Low	Expected
LOW	High	Expected
	Expected	Expected
	Low	Low

In addition to a local contribution, teachers in grades 4-8 in Reading and Math, will have a state contribution for student growth expressed as a percentile. The scale for determining growth will be provided by the Kentucky Board of Education. The following decision rules will be used to rate Overall growth as low, expected, or high for teachers who have a state and local growth goal.

OVERALL DECISION MATRIX
STATE AND LOCAL

Overall Decision Matrix State and Local		
STATE CONTRIBUTION	LOCAL GROWTH	OVERALL RATING
HIGH	High	High
	Expected	High
	Low	Expected
EXPECTED	High	Expected
	Expected	Expected
	Low	Expected
LOW	High	Expected
	Expected	Expected
	Low	Low

*If a teacher in an alternative setting or other professional does not have a proficiency component, they will base their growth on the growth component. The baseline growth component will be determined by the appropriate standards that support their job classification and growth will be measured by a rubric/tool designed by the other professional or alternative setting teacher. The teacher must support student growth with establishing a baseline, providing samples of formative assessments or other criteria to support growth, and provide an end product that measures student growth over the established student growth goal timeline.

Products of Practice/Other Sources of Evidence

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

Required for all Perry County Teachers
- **observations conducted by certified supervisor observer(s)**
- **student voice survey(s)**
- **self-reflection and professional growth plans**

Identify 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 lesson
- ☐ Other(Any other support evidence determined by teacher to support evaluation)

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.

The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

Required for all Perry County Teachers

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

PROFESSIONAL PRACTICE

DOMAIN RATINGS

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICES

REQUIRED

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

OPTIONAL

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

PROFESSINAL JUDGEMET

DOMAIN 1: [I,D,A,E]

DOMAIN 2: [I,D,A,E]

DOMAIN 3: [I,D,A,E]

DOMAIN 4: [I,D,A,E]

Rating Overall Student Growth

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

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STATE
- SGPs
- State Predefined Cut Scores

LOCAL
- SGG
- Maintain current process
- Rate on H/E/L

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

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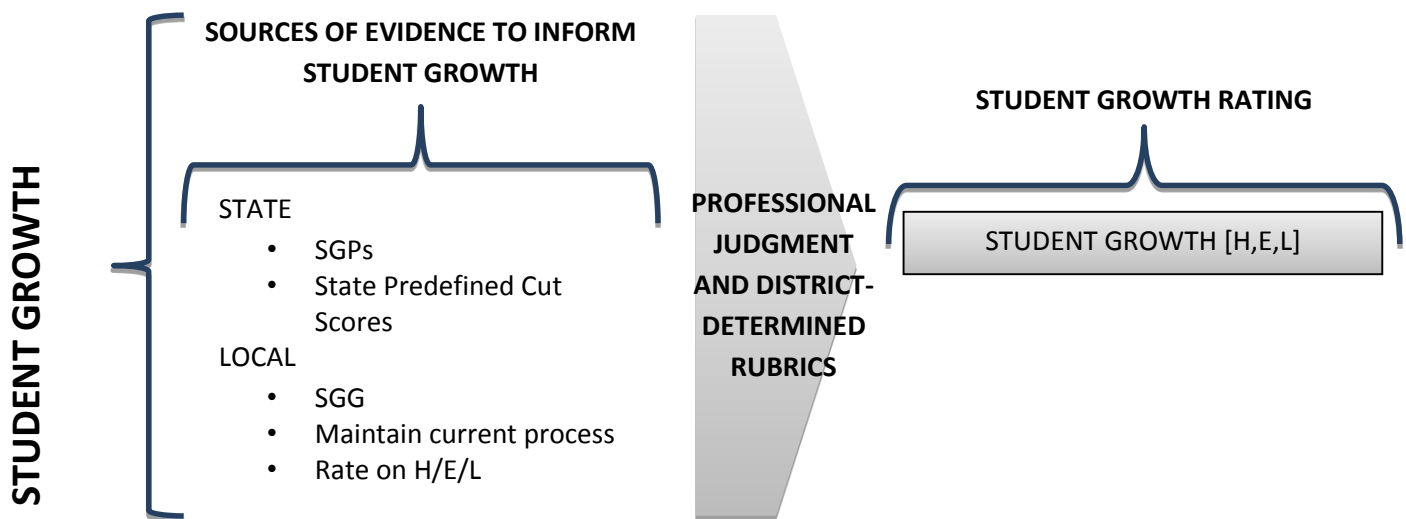
STUDENT GROWTH [H,E,L]

Required for all Perry County teachers

- **SGG and MSGP(when available) will be used to determine overall Student Growth Rating**
- **Determine the process for using up to three years of student growth data (when available) to determine overall Student Growth Rating for teachers.**

Decision Rule for determining a combined state contribution for teachers that have both a math and ELA MSGP. The chart below will be used to determine an overall rating.

Overall Median Growth Percentile Rating		
MATH	ELA	OVERALL MGSP RATING
High	High	High
High	Expected	High
High	Low	Expected
Expected	High	High
Expected	Expected	Expected
Expected	Low	Expected
Low	High	Expected
Low	Expected	Expected
Low	Low	Low

Perry County Schools will determine the overall Student Growth Rating for three (3) years (when available) based on the following scale:

Each rating will be given a numerical weighting.
   – **LOW = 1**
   – **EXPECTED = 2**
   – **HIGH = 3**

The total rankings will be averaged from the previous three years (if available) and applied to the following scale.

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

Determining the Overall Performance Category

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

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

CRITERIA FOR DETERMINING A TEACHER'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

- **Use Local Student Goal Instrument to determine overall Student Growth Rating.**

RATING OVERALL STUDENT GROWTH		
STATE CONTRIBUTION	LOCAL GOAL	OVERALL GROWTH RATING
High	High	High
High	Expected	High
High	Low	Expected
Expected	High	High
Expected	Expected	Expected
Expected	Low	Expected
Low	High	Expected
Low	Expected	Expected
Low	Low	Low

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

Required for All Perry County Teachers
- **All summative ratings must be recorded in the department approved technology platform.**

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

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

Requ

- **Implement the Overall Performance Category process for determining effectiveness**

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

PROFESIONAL PRACTICE RATING

STUDENT GROWTH RATING

PRINCIPAL AND ASSISTANT PRINCIPAL
PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

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

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE RATING

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

PROFESSIONAL JUDGMENT

STANDARD RATINGS

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

PROFESSIONAL JUDGEMENT & STATE-DETERMINED DECISION RULES

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

PROFESSIONAL PRACTICE RATING

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH RATING

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

AND

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

PROFESSIONAL JUDGMENT & DISTRICT-DETERMINED DECISION RULES

OVERALL STUDENT GROWTH RATING (H/E/L)

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

OVERALL PERFORMANCE CATEGORY

SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

Standards

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

SOURCES OF EVIDENCE — To Inform Professional Practice

Source	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
Site Visits	Observation; District Identified Evidence (conferences)	Observation	Observation	District Identified Evidence (conferences)	District Identified Evidence (conferences)	District Identified Evidence (conferences)
Professional Growth	Professional Growth Planning and Self Reflection					
Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
	TELL Kentucky & Other District Identified Feedback					
Working Conditions Goal	Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support
	Superintendent & Teacher Feedback					
Val-Ed360 Survey	High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior

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.

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

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

PROFESSIONAL JUDGMENT

STANDARD RATINGS

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

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

State Contribution – ASSIST/NGL Goal

AND

Local Contribution – Student Growth Goals (SGGs) based on school need

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATINGS

STATE CONTRIBUTION: High, Expected, Low Growth Rating

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

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

OVERALL PERFORMANCE CATEGORY

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 identified: The Principal Performance Standards.

Principal Performance Standards

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

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

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

➔ Other Measures of Student Learning (See p.65)
➔ Products of Practice (see p. 65)
➔ Other Sources (e.g. surveys) (see p.65)

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.

Required for all Perry County Administrators

- **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.**

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

August 15th	Superintendent reviews expectations of PPGES and training on the evaluation plan within 30 calendar days of reporting for employment.
September 30th	Principal/Assistant Principal collaboratively develops Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan. The superintendent will review and approve the SGG, WCG, and PGG/PGP.
October 30th	Superintendent Conducts a Site Visit
January 15th	Conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.
March 30th	Completion of TELL or VAL-ED Survey Superintendent conducts a Site Visit

April 15th	Conference with principal/assistant principal to review their Student Growth Goal, Working Condition Goal, and Professional Growth Goal as well as modify any strategies.
Late Hires	Principal/Assistant principals who are a late hire to the district will have 30 calendar days after their date of hire to complete both their Self Reflection and Teacher Growth Goal using district approved forms and/or state approved platform. Superintendent/designee must approve the PGP.
Documentation	Superintendent/designee will meet with building level principal/assistant principal to develop and approve the completion of the Self-Reflection and Professional Growth Plan. Conferences will be held (3) three times throughout the year (fall, mid-year, and spring) to monitor completion of the Self Reflection and Professional Growth Plan. Documentation of Self Reflections and the Professional Growth Plan will be recorded using district developed electronic documents or the state approved platform and will be kept on file at central office.

*Additional Conferences may be held as deemed necessary to monitor PGP process.
*All dates are tentative based on the adjustment of the school calendar.

Site-Visits

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

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

Required for all Perry County Principals

- **Conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)**

SITE VISITS

Timeline	One per semester –One prior to the mid-year review (January 30) and before(May 31st) of each school year.
Duration	Two per year; minimum duration of one hour
Responsible Person	Conducted by Superintendent or Designee
Conference Expectations	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 they would like to future explore with the principal. The principal will be given the opportunity to explain the successes and trails the school community has experienced in relation to school improvement and the Principal Performance Standards. Site visits range from watching how principals interact with others, to observing programs and job shadowing. Site visits can include formal interviews or be a less structured discussion of job.
Connections to Principal Performance Standards	Principals will maintain documented artifacts that specifically relate to the Principal Performance Standards and demonstrates proficiency in each standard.
Late Hires	Two required site visits for a late hire will be based upon the official hire date of the employee. The Superintendent/designee will meet with the principal/assistant principal to determine requirements for site visits.
Documentation	The Superintendent/designee will use the PPGES Site Visit Form when conducting site visits. Evidences will be documenting by using the guiding questions provided on the PPGES form and any other evidence that is provided by the building level principal/assistant principal during the site visit. Documentation will be kept on file at central office. Documentation can also be transferred to the state approved platform if deemed necessary by the Superintendent/designee.

Conferencing:

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference
   - Purpose of the Meeting
   - Discuss reflections of data
   - 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 Goal and Action Plan
   - Questions/Concerns/Comments
   - Set tentative date for Mid-Year Review
2. Mid-Year (Conference)
   - Purpose of 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
3. End of Year Review (Conference)
   - Purpose of Meeting
   - Discuss second observation/site visit and provide feedback
   - Share progress toward Student Growth Goal
   - Share progress toward Professional Growth Goal
   - **Discuss progress of each standard-determine if any other documentation is needed**
   - Discuss overall rating based on Professional Practice and Student Growth
   - Questions/Concerns/Comments

Val-Ed 360°

 Completed for principals – not completed for assistant principals

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.

Required for all Perry County Principals

- **Conducted at least once every two years in the school year that TELL Kentucky is not administered.**

VAL-ED 360

Val Ed Point of Contact	Val Ed Point of Contact (Instructional Supervisor) will be assigned by the Superintendent. Each school will also select a VAL ED Point of Contact other than the principal to assist with the Val ED process.
VAL-ED Role Groups	**District Administrator**-oversee and monitor the implementation of the VAL-ED 360 process. **School VAL-ED Coordinator**: Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level. **Superintendent**: receives access code to be able to monitor they survey process and reports. **Supervisors**-district may elect up to three district staff complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth. **Principals:** completes a survey specifically designed for principals and has access to information contained within final report. **Certified Teachers:** teachers assigned to a specific school that complete the online survey designed specifically for teacher input.
Frequency of Val-Ed 360	Once every other year alternating with TELL Kentucky Survey

Timeline	Two week period during the spring semester
Use of Val-ED 360 Results	The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan.
Val-ED 360 Access	Val-ED survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.
Late Hires	Late hire principals must be hired for at least one semester before the Val-ED 360 can be administered and considered as a source of evidence. If a principal is hired during the semester in which the Val-ED 360 survey is to be administered, the principal may participate in the survey but results will not be considered as a source of evidence.

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.

Required for all Perry County Principals

- **Developed following the completion of the TELL Kentucky Survey.**
- **Minimum of one 2-year goal.**

WORKING CONDITIONS GOAL(S)

Number of Working Conditions Goals	Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district *Reflective Practice, Student Growth, TELL Ky Working Conditions Growth and Professional Growth Planning Template (in the appendix).* The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey. 1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results. 2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in appendix). 3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years. 4. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary. 5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal. 6. Ongoing reflection and modification of the strategies when needed.
Working Condition Goals Rubric	The principal and superintendent will create a rubric to determine the Working Conditions

	goal. The rubric will reflect the ratings of Ineffective, Developing, Accomplished, and Exemplary measures. The minimum requirements for each rating are below: Ineffective: Fails to show improvement in baseline data Developing: Does not meet the stated goal within a range determined by principal and superintendent collaboratively examining baseline data and progress toward goal Accomplished and Exemplary will be determined based on the stated goal and baseline data but an Accomplished rating must show significant progress toward the identified goal.
Mid-Year Review	During mid-year review, principals can choose for one of the following: ❖ Engage staff in informal conversations that provide feedback on the progress of meeting the WCG. ❖ Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG. ❖ Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG The building level principal will share results with the Superintendent/designee.
Additional Surveys or Evidence	Principals can choose to complete on-line surveys from Survey Monkey, paper/pencil surveys, etc. to measure growth in their WCG.
Documentation	Documentation of Working Conditions Goals will be kept on file by the building level principal using district developed Working Conditions Goals forms and/or on the state approved platform.

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

Required for Perry County Administrators:
- **Identify other sources of evidence that can be used to support educator practice.**

Perry County Principals can choose from the following:

    ☐ 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
    ☐ Other (Evidence the principal/assistant principal feels supports Evidence of Practices)

Student Growth

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.

Required for all Perry County Principals

- **Selection based on ASSIST/NGL trajectory.**
- **Based on Gap population unless Local goal is based on Gap population**.

Student Growth	Process
Process for determining Interim Trajectory Goals	Principals will locate the ASSIST goals and objectives in their School Report Card.They will select one (1) of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory. The principal will then collaborate with the superintendent/designee to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. For example, of the original goal and trajectory is to decrease the achievement gap from a 2012 percentage of 45 to 15 percent by 2017, the principal and superintendent may decide to simply divide the 30 percent difference evenly and set an objective of decreasing the achievement gap in the 2014-2015 school year by 6 percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent. A state contribution goal will be developed from these findings. The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document. The Interim Trajectory Goal will be monitored periodically by the building level principal/assistant principal and progress reported to the superintendent/designee.
Process for Determining Growth	For each Student Growth Goal, the district has developed a process for determining high, expected,

	and low growth. The Principal in collaboration with the Superintendent will create a rubric based on established baseline data. A rating of Low will be assigned when the goal is not met and there was not an increase in baseline data toward the trajectory/learning targets. **LOW – Less than %** **EXPECTED - % - %** **HIGH – Exceeds %**

Local Contribution

Based on School Need (Goal shared 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.

Required for Perry County Principals

- **Based on Gap population unless State goal is based on Gap population.**

<div align="center">

Local Contribution

</div>

Number of Local Goals	Each principal will be required to develop one (1) Local Growth Goal.
Development of Goals	The Local Growth Goal Process includes: • Determining Needs (Based on Data) • Creating specific growth goals based on baseline data • Creating and implementing leadership and management strategies • Creating a rubric to determine goal attainment • Monitoring progress through on-going data collection • Determining goal attainment • Principal and Superintendent will agree on the local growth goal
Determination of Growth	For each Local Growth Goal, the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops decision rules and/or rubrics to measure high, expected and low growth on each specific goal. The principal and superintendent will establish a rubric for determining high, expected, and

	low growth based on baseline data. The minimum requirements for the established rubric is that Low growth ratings will be assigned when the goal was not met and there was no increase from baseline data. Expected and High will be determined in consideration of the baseline data and subsequent results. **LOW – Less than %** **EXPECTED - % - %** **HIGH – Exceeds %**

Determining the Overall Performance Category

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

Rating Overall Professional Practice

Required for Perry County Superintendent

- **Use decision rules to determine an overall rating.**
- **Record ratings in the department-approved technology platform.**

Professional Practice Ratings will be entered into the department approved technology platform no later than June 15th.

*All dates are tentative based upon the adjustments of the calendar year.
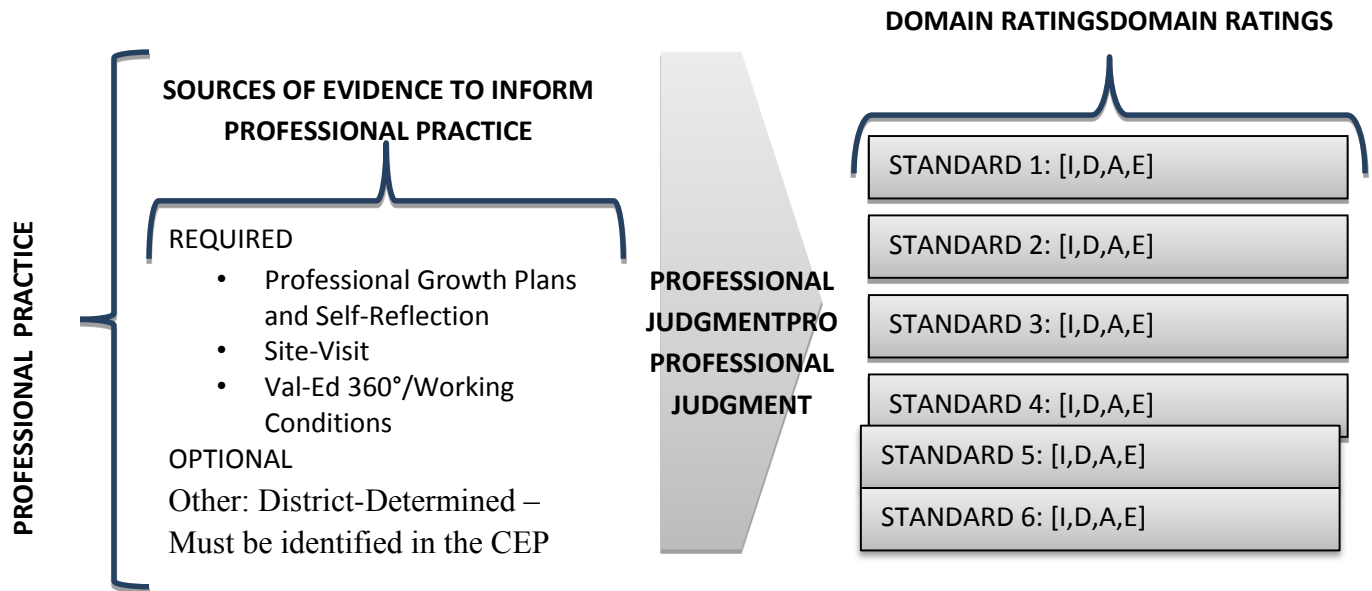
Diagram

DOMAIN RATINGSDOMAIN RATINGS

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

REQUIRED
- Professional Growth Plans and Self-Reflection
- Site-Visit
- Val-Ed 360°/Working Conditions

OPTIONAL

Other: District-Determined – Must be identified in the CEP

PROFESSIONAL JUDGMENTPRO PROFESSIONAL JUDGMENT

STANDARD 1: [I,D,A,E]
STANDARD 2: [I,D,A,E]
STANDARD 3: [I,D,A,E]
STANDARD 4: [I,D,A,E]
STANDARD 5: [I,D,A,E]
STANDARD 6: [I,D,A,E]

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

Determining Professional Practice

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

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

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective	Professional Practice Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective	Professional Practice Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in at least five standards	Professional Practice Rating shall be Developing
Principal or Assistant Principal is rated Ineffective in two or more standards	Professional Practice Rating shall be Ineffective

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.

Required for Perry County Principals

- Determine the rating using both state and local growth.
- Determine the rating using up to 3 years of data (when available)
- Record ratings in the department-approved technology platform

RATING OVERALL STUDENT GROWTH		
STATE CONTRIBUTION	LOCAL CONTRIBUTION	OVERALL GROWTH RATING
High	High	High
High	Expected	High
High	Low	Expected
Expected	High	High
Expected	Expected	Expected
Expected	Low	Expected
Low	High	Expected
Low	Expected	Expected

When a principal has established up to three years of trend data for SGG the principal will have a ranking based on an average of the three year score.

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

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

Determination of a single yearly combined goal rating will be a simple average of the two goals.

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 (if available) and applied to the following scale and recorded in the state approved platform.

THREE YEAR RATING

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

Student Growth Rating

STATE

H	Expected	High	High
E	Expected	Expected	High
L	Low	Expected	Expected
	L	**E**	**H**

LOCAL

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STATE
- ASSIST/NGL Goal

LOCAL
- Based on school need

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

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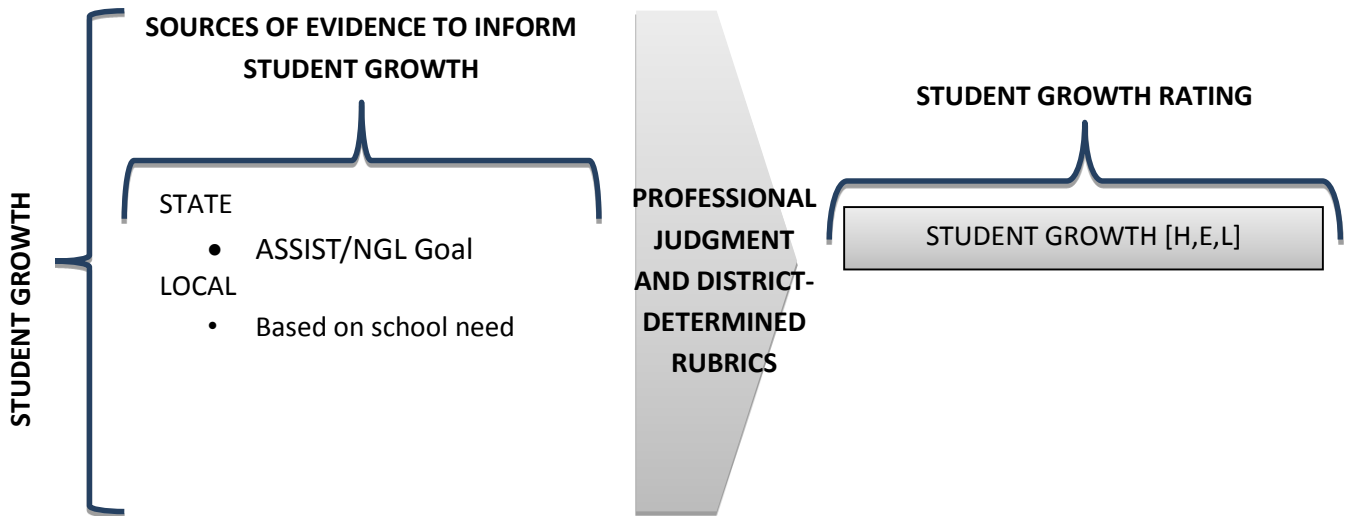
STUDENT GROWTH [H,E,L]

Districts will determine the process for determining the rating for High, Expected, and Low growth rating. Supervisors will use Local Student Growth Goal instrument to determine overall Student Growth Rating.

Determining the Overall Performance Category

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

❖ **Apply the State Overall Decision Rules for determining a principal's/assistant principal's Overall Performance Category.**

Required

❖ **All summative ratings must be recorded in the department-approved technology platform.**

CRITERIA FOR DETERMINING A PRINCIPAL'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
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

Professional Growth Plan and Summative Cycle

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

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

PROFESSIONAL PRACTICE RATING	LOW	EXPECTED	HIGH
EXEMPLARY	Shall have a minimum of a Professional Growth Plan developed by Evaluator	Shall have a minimum of a Professional Growth Plan developed by Evaluatee	
ACCOMPLISHED			
DEVELOPING	Shall have a minimum of a Professional Growth Plan developed by Evaluator		Shall have a minimum of a Professional Growth Plan developed by Evaluatee
INEFFECTIVE	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.		

Other District Certified Personnel

In this section, "Administrator" means a certified staff member who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board. All district certified personnel shall be evaluated annually by the Superintendent using the ISLLC Educational Leadership Policy Standards located in Appendix F of this plan until KDE adopts new Next Generation Professionals for Other Administrators. The district evaluation tool will be updated to reflect any revised ISLLC standards as needed. All components and sources of evidence supporting an administrator's overall performance category will be stored in paper format in the administrator's personnel file until such time that an electronic platform is created by the Kentucky Department of Education.

The administrator performance standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership: School Climate' Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and district improvement. Evidence supporting an administrator's professional practice will be situated within one or more of the standards. Performance will be rated for each standard according to the four performance levels: Outstanding, Satisfactory, Needs Improvement, or Unsatisfactory.

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 administrators 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 performances. These factors may include district-specific priorities that may drive practice in one standard, an educator's number of goals, experience level and/or leadership opportunities, and variables that may impact the learning environment, such as unanticipated outside events. Evaluators will use the following categories of evidence in determining overall performance ratings: worksite visits, self-reflections, professional growth plan, performance checklists, and other products of practice.

Each administrator will develop a professional growth plan following the completion of their self-reflection on the ISLLC Performance Standards located in Appendix E. The growth plan also should reflect any current evaluation results and be aligned with the appropriate goals and objectives in the district comprehensive and professional development plans. Progress on the plan will be reviewed during the formative conferences with the immediate supervisor. The growth plan reflects the performance standards to be addressed, rationales for selecting targeted standards, professional growth needed to support the standards work, an action plan, evaluation method and criteria, and the expected benefits related to implementation of the plan. There is also a section that allows for modifications and/or adjustments to the plan and how it will impact student performance.

Administrators can use additional evidence/products of practice to support the assessment of their professional practice. The evidence to be provided will allow the administrator the opportunity to support their work toward meeting the ISLLC standards. Listed below are possible sources of evidence to support their administrative work:

Standard 1-Vision : Comprehensive School Improvement Plan, Accountability Data, Vision/Mission/Belief Statements, Leadership/School Improvement teams/DLT agendas, professional development plan; student growth monitoring data, schedules for students in alternate educational programs, program review external reviews, district committees, and job-specific requirements that support this area.

Standard 2-School Culture and Learning: Summary of stakeholder surveys, professional recognitions, District TELL Survey results, professional growth/certification, and fostering relationships with community partners.

Standard 3-Human Resources Management: Evidence of district and community leadership, staff recognition, mentorship, procedures for supervising/working with district staff, federal/state categorical program compliances, goal setting, strategic planning, and use of technology in administration/communication with stakeholders. Job Descriptions, linkage charts, financial audits, program budgets, financial reports, program handbooks, federal/state program compliances, long/short range goals, and communication with stakeholders.

Standard 4-Collaboration: Advisory committee meetings, district assigned committee, participation on school based decision making councils, media communication, presentations to community groups, fostering community partnerships, parent involvement activities, and communication using a variety of tools such as email, surveys, social media, etc.

Standard 5- Integrity, Fairness, Ethics-Staff development activity agendas, administering surveys and collecting data, professional conferences, professional organization participation,

completion of EILA requirements, demonstrating/applying professional learning, and impact of learning and actions that impact district goals.

Standard 6-Political, Economic, Legal- Documentation of communication with school community stakeholders, support of programs that demonstrate dialogue with representatives of diverse community groups, development of policies/procedures that follow policies, laws and regulations, and participation in community activities or programs.

During the evaluation phase, the primary evaluator along with the evaluatee will review any pertinent evidence and using their professional judgement will determine the overall rating for the administrator. An administrator is rated in each of the ISSLC standards and given an overall rating for each. The administrator can be given the overall rating of outstanding, satisfactory, needs improvement, or unsatisfactory. An administrator who receives the rating of "Needs Improvement" shall have an individual professional growth plan that is developed by the evaluator and evaluatee that will be monitored throughout the next evaluation cycle. An administrator who receives an overall rating of "Unsatisfactory" shall be placed on an individual growth plan that is set by the evaluator and will be monitored throughout a one year span. The primary evaluator shall hold a summative evaluation conference with the administrator by June 15th. During the conference, the Summative Evaluation Report along with the overall ratings will be shared with the administrator. The Professional Growth Plan will also be reviewed at this time and possible recommendations will be made at this time.

All components and sources of evidence supporting an administrator's overall performance rating will be stored in district paper and/or electronic format in the administrator's file until revisions and changes are made by the Kentucky Department of Education regarding an electronic platform for housing documentation.

Appeals

District shall have an appeals process established

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Required

- According to current regulation, districts shall have an appeals process established.

DUE PROCESS

All parties have had representation in the design, development, and review of the evaluation procedures and instruments. Knowledge and understanding of performance expectations are provided for staff through distribution of this certified evaluation plan.

Every teacher/administrator is provided an opportunity for familiarization with the system, its procedures and use.

If the teacher/administrator feels that any information leading to or included in the summative evaluation is incomplete, inaccurate, or unjust, he/she may submit his/her objections in writing to be attached to the evaluation report to be placed in his/her personnel file. The file copy of such objections shall be signed by both parties to indicate awareness of the content.

All reports of unsatisfactory performance must be in writing and must enumerate shortcomings in a specific manner.

Each teacher/administrator may have access to his/her file upon request after two (2) working days. The request will be honored within two (2) working days.

CERTIFIED PERSONNEL EVALUATION APPEALS

Evaluation review
Evaluation of professional performance, as described in the evaluation process, is not adversary in nature. However, if at the conclusion of the evaluation process, the evaluatee believes the summative assessments are (a) inaccurate (b) unfair, or (c) the evaluation procedures were abridged in some manner, he/she shall have the right to request a hearing before the Evaluation Appeals Panel as stated in 704 KAR 3:345, Section 7, as follows:

Section 7: For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide the following:
  (1) **Right to a hearing as to every appeal**
  (2) **Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and**
  (3) **Right to presence of evaluatee's chosen representative.**
      1. **The evaluatee shall notify the chairperson of the Evaluation Appeals Panel, in writing, of his/her desire to appeal an evaluation within 16 working days of summative appeals.**
      2. **The chairperson of the appeals panel shall inform the evaluatee of the procedural guidelines for appeals.**

APPEALS PANEL

All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process (intern teachers are not fully certified until the end of the internship). One member of the panel is appointed by the local board of education who is a certified employee of the board. The panel shall elect a chairperson for each appeal.
(Reference KRS 156.101 and 704 KAR 3:345)

In the election of the appeals panel members, the persons receiving the first and second greatest numbers of votes shall be members of the appeal pane. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The superintendent shall appoint an alternate for the appointed panel member. Release time shall be provided for panel members at the discretion of the superintendent. Funding for panel expenses will be provided from the general fund.

The length of term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September. Panel members may seek training through the Evaluation Coordinator.

The election shall be conducted by the Evaluation Coordinator using the following criteria:
  a. Open nomination
  b. Select ballot
  c. One person/one vote
  d. All certified employees given the opportunity

No panel member shall serve on any appeals panel on which he/she was the evaluator. Whenever a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Panel members who are also members of the immediate family of an evaluator whose decision is being appealed to the panel shall not serve for that appeal. Immediate family shall include parents, siblings, spouse, children, uncle, aunt, nephew, niece, grandparents, and corresponding in-laws.

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The request shall be presented to the superintendent or designee.

The appeal shall be signed and in writing. The appeal shall state the evaluation records may be presented to and reviewed by the panel.

The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

APPEALS PANEL HEARING PROCEDURES

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

A preliminary hearing will be held to provide documentation to all parties and the panel. Four (4) copies of all documentation to be considered in the appeals shall be available to the panel at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives. Witnesses may be called by either party but will not be allowed to observe the hearing process other than during their testimony. After the evaluatee and evaluator leave, the appeals shall remain and review all documents and formulate questions for the hearing. The chairperson of the panel will arrange for an official record to be made of all hearing procedures.

Within five (5) working days, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Questions both of substance and procedure will be considered by the panel. An opportunity for questioning each party shall be provided. The panel will consider all the information that has been provided. A decision regarding their findings shall be presented to the superintendent within fifteen (15) working days of the filing of the appeal. In case of appeals of evaluations conducted by the superintendent, the panel shall report to the Board of Education.

The panel's recommendation must include one of the following:
   a. A new evaluation by another evaluator
   b. Uphold the original evaluation
   c. Remove the summative or any part of the summative from the personnel file

Any evaluatee who feels that evaluation procedures have been violated may appeal the decision to the Kentucky Board of Education.

CONFIDENTIALITY OF EVALUATION REPORTS

The confidentiality of evaluation records is a concern to everyone. It is recommended by the committee that the staff evaluation reports be filed by the evaluator and kept in a safe and locked place. The records will not be made available to anyone except the evaluator, evaluatee, and the superintendent or his/her designee.

PERIODIC REVISION

The implementation of the evaluation process begins in Perry County immediately after the Board of Education has approved this recommendation and made it a policy. After the program becomes fully operative, it will be necessary to keep it up-to-date. The evaluation committee will have this responsibility. The evaluation committee will be appointed by the Board of Education with equal representation of teachers and administrators.

ANNUAL REVIEW OF THE EVALUATION PLAN

The evaluation plan will be reviewed annually to ensure that the evaluation system is serving the purpose for which it was established. The evaluation plan will be reviewed by the district evaluation committee under the direction of the evaluation coordinator.

The evaluation committee shall be composed of equal numbers of teachers and administrators. At least one administrative member shall be the superintendent (or his/her designee).

All revisions and/or additions pertaining to the evaluation procedures and/or instruments must be approved by the Perry County Board of Education and then submitted to KDE for approval.

Appendix

Appendix A: Pre Observation Form

PERRY COUNTY SCHOOLS
Pre-Observation Information

The Pre-Observation Information form is to be completed by the teacher at least one day prior to the formal observation date.

_____   **_____**
                          Teacher   **Class**
_____   **_____**
                            Date   **Time**

Background: Type of Lesson ____Review   _____ Reteaching   _____ New Lesson   _____ Other (specify)
Focus: Are there any student characteristics and behaviors the observer should be aware of during the observation period?
Objective(s): Identify the major concepts you will focus on during the lesson.
Methods: Procedures, Materials, and Activities: How will learning be accomplished? List methods, procedures, materials required and student activities that will take place.
Evaluation: How will you evaluate the lesson?

 Please attach a copy of your lesson plan.
Appendix B: Post Observation Form

PERRY COUNTY SCHOOLS
Post Observation Document

The Post Observation form is to be completed by the teacher during the post observation conference.

_____   _____
                 Teacher   **Class**
_____   _____
                 Date   **Time**

For each of the following standards, reflect on the lesson that was observed using the following guided questions to focus your reflections:

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence of artifacts assisted you in making your determination for question one/	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

 *Denotes sharing of results not necessarily agreement with the formative rating

Domain 2: The Classroom Environment ````	Rating				Domain 3: Instruction	Rating			
Creating an Environment of Respect and Rapport	I	D	A	E	**Communicating with students**	I	D	A	E
Establishing a Culture for Learning	I	D	A	E	**Using questioning and discussion techniques**	I	D	A	E
Managing Classroom Procedures	I	D	A	E	**Engage Students in Learning**	I	D	A	E
Managing Student Behavior	I	D	A	E	**Using Assessment in Instruction**	I	D	A	E
Organizing Physical Space	I	D	A	E	**Demonstrating Flexibility**	I	D	A	E

_____   _____   _____
Teacher's Signature
                                                              Date   **Observer's Signature**
Appendix C: Individual Targeted Growth Plan

INDIVIDUAL TARGETED GROWTH PLAN

Evaluatee's Name: _____ **Beginning Date:** _____

School: _____ **Position/ Subject Area / Level:** _____

Target Completion Date of the Individual Improvement Plan: _____

Targeted Domain

Data

Goals

Procedures and Activities for Achieving Goals

Evidence of Completion (Goals to Meet)

Goals Not Completed

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Evaluatee's Comments

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

Evaluator's Comments

```
┌─────────────────────────────────────────────────────────────────┐
│                                                                   │
│                                                                   │
│                                                                   │
└─────────────────────────────────────────────────────────────────┘
```

```
┌───────────────────────────────────┐  ┌───────────────────────────────────────┐
│ Individual Targeted Growth Plan    │  │ STATUS                                 │
│ Developed:                         │  │                                        │
│                                    │  │ ___Fully Accomplished *____Partially   │
│ _____  _____    │  │ Accomplished                           │
│ Evaluatee's Signature    Date      │  │ *_____Not Accomplished               │
│                                    │  │                                        │
│                                    │  │                                        │
│ _____  _____     │  │ _____  _____     │
│ Evaluator's Signature    Date      │  │ Evaluatee's Signature       Date       │
│                                    │  │                                        │
│                                    │  │ _____  _____     │
│                                    │  │ Evaluator's Signature       Date       │
│                                    │  │                                        │
│                                    │  │ *Any goals that are not accomplished   │
│                                    │  │ will require the revision of the       │
│                                    │  │ individual improvement plan.           │
└───────────────────────────────────┘  └───────────────────────────────────────┘
```

INDIVIDUAL CORRECTIVE ACTION PLAN

Evaluatee's Name: _____   Evaluator' Name: _____ Beginning Date: _____

School: _____ Position/ Subject Area / Level: _____

Target Completion Date of the Individual Corrective Action Plan: _____

Targeted Domain

| |
| |

Data

| |
| |

Goals

| |
| |

Procedures and Activities for Achieving Goals

| |
| |

Evidence of Completion (Goals Met)

```
┌──────────────────────────────────────────────────────────────┐
│                                                              │
│                                                              │
│                                                              │
└──────────────────────────────────────────────────────────────┘
```

Goals Not Completed

```
┌──────────────────────────────────────────────────────────────┐
│                                                              │
│                                                              │
│                                                              │
└──────────────────────────────────────────────────────────────┘
```

Evaluatee's Comments

```
┌──────────────────────────────────────────────────────────────┐
│                                                              │
│                                                              │
│                                                              │
└──────────────────────────────────────────────────────────────┘
```

Evaluator's Comments

```
┌──────────────────────────────────────────────────────────────┐
│                                                              │
│                                                              │
│                                                              │
└──────────────────────────────────────────────────────────────┘
```

Individual Corrective Action Plan Developed:

_____   _____
Evaluatee's Signature   Date

_____   _____
Mentor's Signature   Date

_____   _____
Evaluator's Signature   Date

_____   _____
Other Signature   Date

_____   _____
Other Signature   Date

STATUS   ___Fully Implemented   _____Not Accomplished

_____   _____
Evaluatee's Signature   Date

_____   _____
Mentor's Signature   Date

_____   _____
Evaluator's Signature   Date

_____   _____
Other Signature   Date

_____   _____
Other Signature   Date

PERRY COUNTY SCHOOLS **Individual Professional Growth Plan** Type of Plan: ___Enrichment Plan ____Improvement Plan		
_____ **Educator**	_____ **Grade/Subject**	_____ **Worksite**

Choose an area of personal growth from your educator standards and develop an Individual Growth Plan to enhance your development in this area. (Base decision on information obtained from evaluations and school improvement plan).

Focus for Growth: State the Performance Standards

Rationale: Why did you choose to enhance your growth area? (Relate to evaluation/CSIP/CDIP)

Professional Growth Objectives of this Plan: State your professional growth objectives in measurable or observable term. (Student objectives are not appropriate here).

Action Plan: Describe the actions you plan to take to accomplish objective(s), including times for completion of each action.

Evaluation Methods and Criteria: Describe the methods and criteria you plan to use to evaluate your attainment of this objective(s). (What will be your indicators of success?)

Expected Benefits: Describe the specific education benefits related to your primary responsibilities that you expect to acquire as a result of your implementation of this Individual Growth Plan. (Student objectives are appropriate here.)

The IGP stated above has been reviewed and is appropriate for implementation beginning with the school year _____--_____

_____   _____   _____   _____

        Evaluator's Signature   *Date:*   *Educator's Signature:*   *Date:*

INDIVIDUAL GROWTH PLAN IMPLEMENTATION SUMMARY

Modification/Adjustments to the Plan: Describe the results obtained from implementation of your IGP.

Effects on Students' Learning: Describe the impact on student performance from your implementation of this IGP.

I verify that I engaged in these activities and that all the information contained in this plan is accurate.

_____   _____

                      Educator's Signature   Date

I verify that I have monitored and reviewed this IGP

_____   _____

                      Evaluator's Signature   Date

The IGP should be developed after the first formal evaluation in the evaluation year. During the non-scheduled observation years (3-year cycle) the plan should be developed prior the beginning of each new school year.

Appendix F: Summative Evaluation Report (District Certified Staff)

Perry County Schools Summative Evaluation Report Administrator's Performance				
_____ **Administrator**	**_____** **Evaluator's Name**			
_____ **Work Site**	**_____** **Conference Date**			
KENTUCKY ADMINISTRATOR STANDARDS (ISLLC)	4 Outstanding	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory
Standard 1: An education leader promotes the success of every student **by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all the stakeholders.**				
Standard 2: An education leader promotes the success of every student by **advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.**				
Standard 3: An education leader promotes the success of every student by **ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.**				
Standard 4: An education leader promotes success of all students by **collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.**				
Standard 5: An education leader promotes the success of every student by acting **with integrity, fairness, and in an ethical manner.**				
Standard 6: An education leader promotes the success of every student by **understanding, responding to, and influencing the political, social, economic, legal, and cultural context.**				
Evaluation Supplement A: Performance Responsibilities				

Overall Performance Evaluation 　4　　　　3　　　　2　　　　1
　　　　　　　　　　　　　　　Outstanding　Satisfactory　Needs　　Unsatisfactory
　　　　　　　　　　　　　　　　　　　　　　　　Improvement

_____　　　　　　**_____**
　　　　　Administrator　　　　　　　　　　　　　　　　Date
_____　　　　　　_____
　　　　　Evaluator　　　　　　　　　　　　　　　　　Date

Employment Recommendation to Superintendent:

_____Recommended for re-employment　　　　_____Does not recommend for re-employment

_____　　　　　　_____
　　　　　Evaluator　　　　　　　　　　　　　　　　　Date

Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the Appeals Panel within (5) working days of the receipt of this evaluation. Signing the form does not indicate agreement with the evaluation.

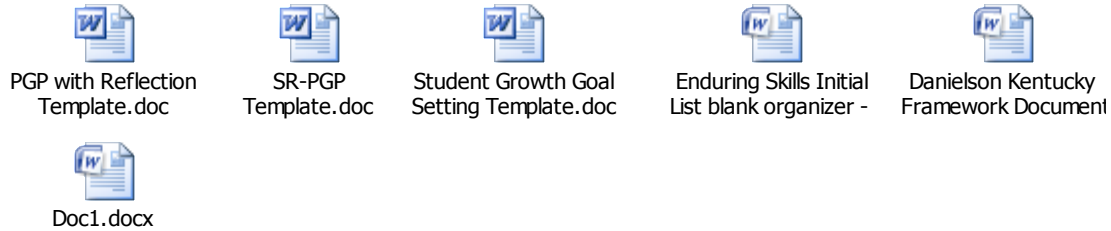**Appendix G: Perry County Peer Observation Criteria**

- ❖ A representative pool of teachers will be selected to serve on a primary (K-4) pool, (5-8) pool, and (9-12). This pool of candidates can be regular education teachers, special education teachers, and special areas teachers such as art, music, pe, etc.
- ❖ All peer observers must be a tenured teacher in the district. A non-tenured teacher can be considered once they achieve tenured status.
- ❖ A peer observer cannot be a teacher who is on an improvement plan or corrective action plan.
- ❖ All peer observers will be required to complete the required training modules and certification
- ❖ All peer observers will be required to sign a confidentiality agreement stating that they will not share information about their peer observation process other than with the teacher for whom they observe.
- ❖ All peer observers must become familiar with Domain 2-Classroom Environment and Domain 3-Instruction in order to understand the characteristics of the Framework for Teaching.
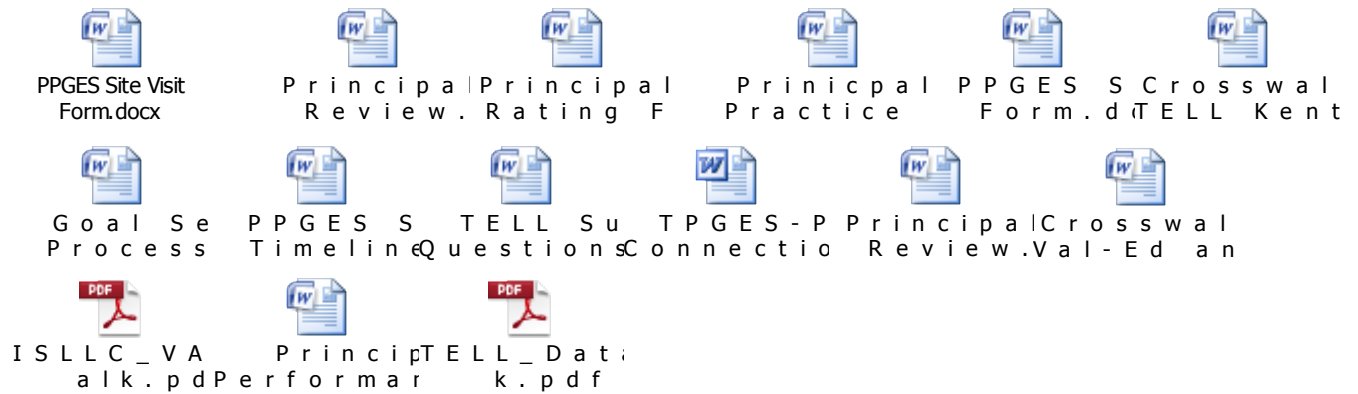
Appendix H: Rigor Rubric

Structure of the Goal	Acceptable	Needs Revision	Insufficient
The student growth goal:	*The student growth goal:*	*The student growth goal:*	*The student growth goal:*
Focuses on a standards-based enduring skill which students are expected to master	Focuses on a standards-based enduring skill	Focuses on a standards-based skill that does not match enduring skill criteria	Is not standards-based
Identifies an area of need pertaining to current students' abilities	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
Includes growth and proficiency targets that establish and differentiate expected performance for ALL students	Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students	Includes both a growth target **and** a proficiency target, but fails to differentiate expected performance for one or both targets	Includes only a growth **or** a proficiency target
Uses appropriate measures for base-line, mid-course, and end of year/course data collection	Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed	Uses measures that fail to clearly demonstrate performance for the identified skill	Uses no baseline data **or** uses irrelevant data
Explicitly states year-long/course-long interval of instruction	Specifies a year-long/course-long interval of instruction	Specifies less than a year-long/course-long interval of instruction	Fails to specify an interval of instruction
Rigor of the Goal	*Acceptable*	*Needs Revision*	*Insufficient*
The student growth goal:	*The student growth goal:*	*The student growth goal:*	*The student growth goal:*
Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed	Is congruent and appropriate for grade level/content area standards	Is congruent to content, but not to grade level standards	Is not congruent or appropriate for grade level/content area standards
Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed	Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed	Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed	Identifies measures that do not assess the level of competency intended in the standards
Includes growth and proficiency targets that are challenging for students, but attainable with support	Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable	Includes targets that are achievable, but fail to stretch attainability expectations	Includes targets that do not articulate expectations **AND/OR** targets are not achievable
Comparability of Data	*Acceptable*	*Needs Revision*	*Insufficient*
Data collected for the student growth goal:	*For similar classrooms, data collected for the student growth goal:*		*For similar classrooms, data collected for the student growth goal:*
Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed	n/a	Does not reflect common criteria used to determine progress

Appendix I: Teacher PGES/ Principal PPGES

Teachers

PGP with Reflection Template.doc

SR-PGP Template.doc

Student Growth Goal Setting Template.doc

Enduring Skills Initial List blank organizer -

Danielson Kentucky Framework Document

Doc1.docx

Principals/Administrators

PPGES Site Visit Form.docx

Principal Review.

Principal Rating F

Prinicpal Practice

PPGES S Form.d

Crosswal TELL Kent

Goal Se Process

PPGES S Timeline

TELL Su Questions

TPGES-P Connectio

Principal Review.

Crosswal Val-Ed an

ISLLC_VA alk.pd

Princip Performar

TELL_Data k.pdf

Administrator Formative Form.doc

*Any additional forms required by the TPGES/PPGES Evaluation System