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Certified Evaluation Plan Committee

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The evaluation criteria and process used to evaluate a teacher shall be explained to and discussed with the teacher no later than the end of the first thirty (30) calendar days of reporting for employment for each school year.

Frequency of Summative Evaluations:
At a minimum, summative evaluations shall occur on a schedule as specified below:

<table>
<thead>
<tr>
<th>POSITION</th>
<th>ANNUALLY</th>
<th>Every three (3) years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrators</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Non-tenured &amp; One Year Plan Educators</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tenured &amp; Three Year Plan Educators</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Evaluations will be documented on approved forms to become part of the official personnel files.
The Ohio County School District hereby assures the Commissioner of Education that:

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on August 13, 2015.

Signature of District Superintendent  08/13/15

Signature of Chairperson, Board of Education  08/13/15
District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

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

Roles and Definitions

1. **Artifact**: A product of a certified school personnel’s work that demonstrates knowledge and skills.

2. **Assistant Principal**: A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.

3. **Certified Administrator**: A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.

4. **Certified School Personnel**: A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.

5. **Conference**: A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee’s accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.

6. **Evaluatee**: A certified school personnel who is being evaluated.

7. **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 conducted by a certified observer that is conducted for the length of a full class period or full lesson.

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 professional, 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 conducted by a certified observer for 20-30 minutes in length.

15. **Observation**: A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

16. **Observer Certification**: A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

17. **Observer calibration**: The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.

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 description of a teacher, other professional, principal, or assistant principal evaluatee’s performance, including the ratings listed in Section 7(8) of this administrative regulation.

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 personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
26. **Professional Practice:** The demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.

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 Sections 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 Percentile:** 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:

<table>
<thead>
<tr>
<th>Framework for Teaching</th>
<th>Specialist Frameworks for Other Professionals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>Planning and Preparation</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>Environment</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instruction/Delivery of Service</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>Professional Responsibilities</td>
</tr>
</tbody>
</table>

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

**Required Sources of Evidence**
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

**Local District Decision**
- ✓ Other Measures of Student Learning
- ✓ Products of Practice
- ✓ Other Sources

All components and sources of evidence related to 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 or district approved process.
## SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

<table>
<thead>
<tr>
<th>FRAMEWORK for TEACHING (FfT)</th>
<th>Component</th>
<th>Domain</th>
<th>Planning &amp; Preparation</th>
<th>Classroom Environment</th>
<th>Instruction</th>
<th>Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1a-Knowledge of content/pedagogy</td>
<td>1b-Demonstrate knowledge of students</td>
<td>1c-Setting Instructional Outcomes</td>
<td>1d-Demonstrates knowledge of resources</td>
<td>1e-Designing Coherent Instruction</td>
<td>1f-Designing Student Assessment</td>
</tr>
<tr>
<td></td>
<td>1f-Designing Student Assessment</td>
<td>2a-Creating Env. of Respect &amp; Rapport</td>
<td>2b-Maintaining Classroom Procedures</td>
<td>2c-Maintaining Culture of Learning</td>
<td>2d-Managing Student Behavior</td>
<td>3a-Communicating with Students</td>
</tr>
<tr>
<td></td>
<td>3e-Demonstrating Flexibility &amp; Responsive</td>
<td>4a-Reflecting On Teaching</td>
<td>4b-Maintaining Accurate Records</td>
<td>4c-Communicating With Families</td>
<td>4d-Participating in Prof. Learning Comm.</td>
<td>4e-Growing &amp; Developing Professionally</td>
</tr>
</tbody>
</table>

### SOURCES OF EVIDENCE

- **Supervisor Observation**
  - Evidence (pre and post conferences)
- **Student Voice**
  - Evidence (pre and post conferences)
- **Professional Growth**
  - Kentucky Student Voice Survey
- **Self-Reflection**
  - Professional Growth Planning and 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 addresses realistic, focused, and measurable professional goals. The plan connects data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers identify explicit goals that align with school/district improvement plans which drive the focus of professional growth activities, support, and on-going reflection.

Required

- All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.
- Growth plans are to be reviewed annually.
- All teachers, including other professionals, will document self-reflection and professional growth planning in the department-approved technology platform or district approved process.

**TIMELINE FOR SELF REFLECTION/PGP**

<table>
<thead>
<tr>
<th>Completed by September 30</th>
<th>Teacher reflects on his/her current growth needs based on data and identifies an area of focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 31</td>
<td>Collaborates with his/her administrator, develops growth plan and action steps.</td>
</tr>
<tr>
<td>November – January 31</td>
<td>Implementation/Reflection on progress and impact of the plan on his/her professional practice.</td>
</tr>
<tr>
<td>January</td>
<td>Modifies plan as appropriate</td>
</tr>
<tr>
<td>January – April 30</td>
<td>Continued implementation and ongoing reflection</td>
</tr>
<tr>
<td>April/May</td>
<td>Summative reflection on the degree of goal attainment and implications for next steps.</td>
</tr>
</tbody>
</table>

*Timeline will be tentative based on any adjustment of the calendar year.

**Any late hires will work with their principal to determine the best timeline for completing their self-reflection and professional growth plan within ten days of hire.
Observation
The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides documentation and feedback to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional 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.

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

Observation Model
The observation model must fulfill the following minimum criteria:

Required
- Four observations in the summative cycle. A minimum of three (3) observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the summative cycle.
- Final observation is conducted by the supervisor and is a full observation.
- Other Professionals may have workplace visits in place of observations as determined in collaboration with their supervisor.
- A copy of each observation is to be provided to the observee.

Local District Decision
- All observations must be documented in the department-approved technology platform or district approved process.
- Teachers or other professionals who are hired after or miss 60 consecutive school days, shall have a minimum of one mini and one full observation conducted by the supervisor.
- Teachers or other professionals who report for work fewer than sixty consecutive school days shall have evaluation processes suspended until the next school year.
- Teachers or other professionals that miss excessive days due to extenuating circumstances, may have, at the discretion of the superintendent, the summative cycle suspended until the following year.
**Observation Schedule**

**Required**

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Certified evaluations will be completed by May 1.

**Local District Decision**

**One Year Educator Observation Window**

- **1st Observation Window:** Two mini observations will be conducted after start of school through the first semester.
- **2nd Observation Window:** One Mini observation followed by a Full observation will be conducted from January through May 1.
- One Mini observation must be completed by the Peer Observer no later than May 1.

**Three Year Educator Observation Window**

Summative evaluations for three year educators shall occur at least once every three years.

- Year 1 – One Mini observation will be conducted by May 1.
- Year 2 – One Mini observation will be conducted by May 1.
- Year 3 – One Mini will be conducted by the Peer Observer after the start of school through the first semester. The principal will conduct one Full Observation anytime following the Peer Observer Mini but no later than May 1.
- Three Year Educators whose observation results are ineffective shall have multiple observations.

Timeline will be tentative based on any adjustment 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

- All Teachers and Other Professionals will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the department approved training once every three years.
- All peer observation documentation will be accessed only by the evaluatee.
- All required peer observations must be documented in the department-approved technology platform (time, date, evidence) or district approved process.

Local District Decision

Peer Observer Selection

- Peer observers will be selected by the School Principal and assigned to teachers at the school level.
- Identified certified staff will complete Peer Observer training by October 1.
- Identified Peer Observers will provide principal with verification/certification that they have completed the required training.
- Peer observers can be any instructional colleague at the school level. We encourage “Other Professionals” to be peer observers for each other, but it is not necessary.
Observation Conferencing
Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

Required

- Conduct observation post-conference within five working days following each observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
- A copy of each evaluation is provided to the evaluatee.

Local District Decision

✓ A pre-conference may be conducted for Full or Mini observations. Pre-conferences may be completed electronically or in person for Full and Mini observations. Any pre-conference shall occur no more than five days prior to the observation.
  o Pre-Conferences are required for Peer Observations.

✓ Post-Observation Conference
  o The post observation conference for Full, Mini, and Peer observations will be conducted in person within five (5) working days of the observation
  o The observed staff member must sign the Post-Observation Document form acknowledging understanding of the contents of the report.
  o No differences currently exist for post-conference expectations for Other Professionals observations.
Observer Certification

The immediate supervisor shall be designated as the primary evaluator. All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observations for the purpose of evaluation.

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

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

Required for all Ohio County Evaluators

The established cycle for observation certification is as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Certification</td>
</tr>
<tr>
<td>Year 2</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 3</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 4</td>
<td>Recertification</td>
</tr>
</tbody>
</table>

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

Local District Decision

- All supervisors called upon to perform evaluation of certified staff members shall first successfully complete the initial certified evaluation training approved by the Kentucky Department of Education.
- 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:
-> A substitute observer will be assigned by the superintendent to complete observations with the supervisor yet to successfully complete the proficiency assessment requirements. Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.

-> In the event a supervisor suffers an emergency situation such as a prolonged illness, death of a significant other, etc., the district office can waive the presence of the supervisor.

☑ All uncertified supervisors who are evaluating certified personnel will be assigned a mentor supervisor who has passed the initial certification process. Mentors will be assigned by the superintendent or superintendent’s designee. The mentor(s) will meet periodically with uncertified supervisor(s) to review training modules and give advice regarding the certification process. When there are more than two supervisors who have not completed training, they (along with their mentors) will form a cohort to review certification requirements and the training modules. Supervisors will take the state-approved certification assessment after completing the training modules.

☑ All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, certified supervisors of another school in the district, as identified by the superintendent, will substitute in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The only duty the uncertified supervisor will not perform is to assign evidence to domains in the state-approved technology platform. Once the non-certified supervisor obtains certification, he/she will assume all duties of the supervisor’s role.

☑ Supervisors hired later in the year will complete the initial certified evaluation training approved by the Kentucky Department of Education and observer certification as quickly as possible. A certified substitute supervisor will be assigned where needed to meet evaluation timeframes.

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). This calibration process is completed in years two and three 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

- Observer calibration during years two and three of the Observer Certification process based on the department approved platform.
- Re-certification after year three.
- All evaluators will be recertified via KDE approved platform to maintain evaluation certification. Calibration/Recertification is to be completed by September 1. If supervisor fails to complete recertification successfully to September 1, he/she will be assigned a mentor by the superintendent and have a two week window to successfully complete calibration/recertification.

### Local District Decision

- All building level supervisors must complete calibration by September 1 each year. Successful completion of calibration is determined by obtaining a score of Demonstrated Accuracy.
- Any supervisor who scores, Needs Practice or Needs Remediation, will be assigned a mentor by the superintendent and have a two week window to successfully complete calibration.

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>DOCUMENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Certification Process</td>
<td>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.</td>
</tr>
<tr>
<td>Calibration Process Year 2</td>
<td>One year from the initial date of certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.</td>
</tr>
<tr>
<td>Calibration Process Year 3</td>
<td>Following year 2 of the process, certified evaluators will once again complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.</td>
</tr>
<tr>
<td>Re-Certification Year 4</td>
<td>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.</td>
</tr>
<tr>
<td>Recalibration Process</td>
<td>In the case where administrators do not meet calibration requirements, administrators will receive additional calibration practice/scoring to support the reliability of the calibration process. A substitute observer will be assigned to complete observations with the supervisor until such time as they meet calibration requirements.</td>
</tr>
</tbody>
</table>
**Student Voice**
The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

**Required**

- 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 as a source of evidence for Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will 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 be considered only when ten or more students are respondents.

**Local District Decision**

- Other professionals may provide printed copies of the appropriate survey to students they serve to be returned to their supervisor or designee or they may be completed through online survey systems.

<table>
<thead>
<tr>
<th><strong>Point of Contact</strong></th>
<th><strong>Superintendent-appointed District Student Voice Survey Point of Contact (DSVSPOC):</strong> Assistant Superintendent, Seth Southard</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selection of Student Groups</strong></td>
<td>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 will be given results. Multiple classes may be combined so that at least 10 students respond to the survey. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.</td>
</tr>
</tbody>
</table>
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.

Student Voice Survey Timeline

A period of time during the windows set by KDE will be determined by the district leadership team and all student voice surveys will be completed during this/these windows(s).

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

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

**Required**

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans

**Local District Decision**

Additional sources of evidence that can be used to support educator practice include:

- Program review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations/walk throughs
- 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
- Professional Development documentation
- Engagement in professional organizations
**Student Growth**

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

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP).

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:

![Decision tree for determining state vs. local contributions](image-url)
**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 MSGPs for the students attributed the teacher 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.

The following rules will be applied to ensure accurate attribution of MSGPs:

- **Special Education – Collaborative Setting:** Special Education teachers in a collaborative setting will receive the MSGP for all students in the collaborative class.
- **Special Education – Resource Setting:** If there are errors in local attribution, correct MSGPs will be calculated. This will apply to specialized services such as FMD, Hearing/vision impaired, or highly structured settings.
- **Schedule change:** MSGP will only be reported for teachers who were teaching reading or math in grades 4-8 during one to three previous school years.
- **English/Language Arts Teachers:** The reading MSGP will be attributed to both the reading teacher and the English/Language Arts teacher.

MSGP may be re-calculated at any time there is an error in attribution.

For teachers who teach both reading and math, a combined single-year MSGP will be determined by calculating a weighted average between the reading MSGP and the math MSGP, using the number of students for each as the weight.

When available, up to three years of data will be used to determine the final trend rating with equal weight given to each year’s overall rating. A numerical value will be assigned to each year’s overall rating with 1 point for LOW, 2 points for EXPECTED and 3 points for HIGH. The point values assigned for each year will be averaged with equal weighting for each year. Then the score ranges given in the following table will be used to determine the final trend rating for the Local Student Growth Rating.

<table>
<thead>
<tr>
<th>STATE GROWTH RATING BASED ON TREND DATA</th>
<th>AVERAGE SCORE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.00 – 1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.50 – 2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.50 – 3.00</td>
</tr>
</tbody>
</table>
Local Contribution – Student Growth Goals (SGG) – 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 an SGG for inclusion in the student growth measure. All Student Growth Goals will be determined by the teacher or other professional 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 rubrics 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

- All teachers and other professionals will write a Student Growth Goal based on the 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 and enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- 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 (See Appendix) 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 of SGGs:**

<table>
<thead>
<tr>
<th>Number of Growth Goals</th>
<th>All teachers will develop one (1) Student Growth Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Process/Protocol</td>
<td>Step 1: Determine Needs</td>
</tr>
<tr>
<td></td>
<td>- Context of identified class, student population;</td>
</tr>
<tr>
<td></td>
<td>- Interval of instruction</td>
</tr>
<tr>
<td></td>
<td>- Identify content area enduring skills</td>
</tr>
<tr>
<td></td>
<td>- Sources of evidence to establish baseline data and measure of student growth</td>
</tr>
<tr>
<td></td>
<td>Step 2: Create a specific learning goal</td>
</tr>
<tr>
<td></td>
<td>- Specify expected growth and proficiency targets</td>
</tr>
<tr>
<td></td>
<td>- Apply SMART Goal Criteria</td>
</tr>
<tr>
<td></td>
<td>- Explain rationale for goal/how targets meet expected rigor</td>
</tr>
<tr>
<td></td>
<td>Step 3: Create and Implement Teaching and Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>- Describe personal learning needed to support students attainment of growth goal</td>
</tr>
<tr>
<td></td>
<td>- Instructional strategies to obtain goal</td>
</tr>
<tr>
<td></td>
<td>Step 4: Monitor Student Progress through on-going Formative Assessment</td>
</tr>
<tr>
<td></td>
<td>- Plan for progress monitoring</td>
</tr>
<tr>
<td></td>
<td>Step 5: Determine whether students achieve goal</td>
</tr>
<tr>
<td></td>
<td>- Analyze results (Summative/post assessments)</td>
</tr>
<tr>
<td></td>
<td>- Reflection/Next Steps</td>
</tr>
<tr>
<td>Instruments</td>
<td>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 ( ). 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.</td>
</tr>
</tbody>
</table>
Comparability of SGGs:

<table>
<thead>
<tr>
<th>Administration Protocol</th>
<th>Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>- Aligns with standards identified in the student grown goal?</td>
</tr>
<tr>
<td>-</td>
<td>- Meets the expected rigor of the standards?</td>
</tr>
<tr>
<td>-</td>
<td>- Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?</td>
</tr>
<tr>
<td>-</td>
<td>- Measures accurately the growth of individual students?</td>
</tr>
<tr>
<td>-</td>
<td>- Allows high- and low-achieving students to adequately demonstrate their knowledge?</td>
</tr>
<tr>
<td>-</td>
<td>- Provides access and opportunity for all students, including students?</td>
</tr>
<tr>
<td>-</td>
<td>- Provides sufficient data to inform future instruction?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring Process</th>
<th>Step 1: Principal and teacher will meet to review relevant data sources and determines Area of Focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Step 2: Teacher will use the SGG template in Appendix to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency measures.</td>
</tr>
<tr>
<td></td>
<td>Step 3: The teacher will meet with his/her PLC to review the student growth goal using the rigor rubric.</td>
</tr>
<tr>
<td></td>
<td>Step 4: The PLC will determine if pre/post measure will yield true student growth data and would be comparable growth measures.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

Local District Decision

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.

Process for Determining Student Growth as High, Expected, or Low:

Pre-Test/Post Test

- Teachers will use pre- and post-tests to determine the growth identified in their goal. These assessments can be identical or comparable versions. Assessment used in this option must meet the district assurance of rigor and comparability as defined in the previous section. Formative assessments may be utilized throughout the year in order for teachers to monitor student progress. Running records, grades in Infinite Campus, STAR testing reports and others may be used to help inform student growth.

AND/OR
Repeated Measures Design

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

Measures Used for Determining Student Growth Rating:

- The student’s growth target and proficiency rate would be determined by the following criteria:

<table>
<thead>
<tr>
<th>PROFICIENCY</th>
<th>GROWTH</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
</tr>
<tr>
<td>Expected</td>
<td>At least 90% of students grow</td>
</tr>
<tr>
<td>Low</td>
<td>Less than 75% of students grow</td>
</tr>
<tr>
<td>More than 10% above the goal</td>
<td>75% to 89% of students grow</td>
</tr>
<tr>
<td>Within +/- 10% of the goal</td>
<td></td>
</tr>
<tr>
<td>More than 10% from the goal</td>
<td></td>
</tr>
</tbody>
</table>

If at least 85% of students DON’T demonstrate at least 1 point growth beyond baseline, supervisor and teacher must jointly decide if there is an extenuating situation that prevented growth for the applicable student(s). The district evaluation plan coordinator will then make the final call. If it is decided that there is not an extenuating situation, then the growth dimension will be scored LOW. If it is decided that there is an extenuating situation, or if at least 85% of students DO demonstrate at least 1 point growth, then the current scale will be applied. Students deemed as having extenuating circumstances by the district evaluation plan coordinator will be omitted from all SGG calculations.

Only students who were enrolled at both pre- and post-assessment timeframes will be included in the student growth goal ratings. Student growth goal baseline targets are set by the end of the first quarter and for summative staff the post-timeframe will close mid-April to allow principals to complete summative ratings and conferences by May 1. Any student enrolled with the teacher prior to the end of the 1st nine weeks should be assessed and included in the calculations—even if the assessments were completed prior to the student’s enrollment. With the measurable timeframe including the 2nd nine weeks, 3rd nine weeks, and roughly half of the 4th nine weeks this encompasses 5/8 (62.5%) of the school year. Teachers with 9-wk courses will complete the local student growth goal during the 2nd or 3rd nine weeks of instruction. The Local Growth Rating matrix will be used to assign the overall rating of the local growth goal by the supervisor.
**Local District Decision**

If an other professional does not have both the growth target and the proficiency target based on published KDE Guidance for Student Growth Goals, then the single year growth rating will be determined solely by the target they do have.

When available, up to three years of data will be used to determine the final trend rating with equal weight given to each year’s overall rating. A numerical value will be assigned to each year’s local rating with 1 point for LOW, 2 points for EXPECTED, and 3 points for HIGH. The point values assigned for each year will be averaged with equal weighting for each year. Then the score ranges given in the following table will be used to determine the final trend rating for the Local Student Growth Rating.

<table>
<thead>
<tr>
<th>LOCAL GROWTH RATING BASED ON TREND DATA</th>
<th>AVERAGE SCORE RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.00 – 1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.50 – 2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.50 – 3.00</td>
</tr>
</tbody>
</table>
Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator’s ratings on professional practice 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 organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Supervisors and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle. All ratings will be in the form of I=Ineffective, D=Developing, A-Accomplished, E=Exemplary

Required

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

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

DOMAIN RATINGS

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).

**Required**

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

**Local District Decision**

Weighted Overall Growth Rating

- In compiling the ranking of the teachers, our district will weigh the most recent data more heavily than prior years. Final averages will be applied to the following scale to determine their overall ranking.

Teacher with local and/or state growth goals

- The local and state goals will be calculated together.
- Three years of data will be weighted as follows:
  - Year 1 – most recent data – 50%
  - Year 2 data – 30%
  - Year 3 data – 20%

Each rating will be given a numerical weighting:
Average the data from each year.
If only one year of data is available, you will not need to average;
If two years of data are available, divide by two; and
If three years of data are available, divide by three.

To find the weighted average for the local goal, you will use the following formula:

\[ 0.50(Y1A) + 0.30(Y2A) + 0.20(Y3A) = GT \]

\( Y1A = \) Year 1 Average \( \quad Y2A = \) Year 2 Average \( \quad Y3A = \) Year 3 Average \( \quad GT = \) Growth total

**Examples of Overall Student Growth Rating**

<table>
<thead>
<tr>
<th>Year 1 (Most Recent) – 3</th>
<th>Year 1 (Most Recent) – 1</th>
<th>Year 1 (Most Recent) – 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 2 – 3</td>
<td>Year 2 – 1</td>
<td>Year 2 – 2</td>
</tr>
<tr>
<td>Year 3 – 1</td>
<td>Year 3 – 3</td>
<td>Year 3 – 1</td>
</tr>
</tbody>
</table>

\[ 0.50(3) + 0.30(3) + 0.20(1) = GT \]

\[ 0.50(1) + 0.30(1) + 0.20(3) = GT \]

\[ 0.50(3) + 0.30(2) + 0.20(1) = GT \]

\[ 1.5 + 0.9 + 0.2 = 2.6 \]

\[ 0.5 + 0.3 + 0.6 = 1.4 \]

\[ 1.5 + 0.6 + 0.2 = 2.3 \]

2.6 would be rated “HIGH”
1.4 would be rated “LOW”
2.3 would be rated “EXPECTED”

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.
Determining the Overall Performance Category

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

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

Criteria for Determining a Teacher’s Professional Practice Rating

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

- Use Local Student Growth Goal instrument to determine overall Student Growth Rating.

| District Minimum Criteria for Determining an Educator’s Overall Student Growth Rating |
|-----------------------------------------------|-----------------------------------|
| STUDENT GROWTH RATING                        | SCORE CRITERIA                    |
| High                                          | 2.50 – 3.0                        |
| Expected                                      | 1.50 – 2.49                       |
| Low                                           | 1.0 – 1.49                        |

Ohio County Schools Evaluation Plan 32
• Apply State Overall Decision Rules for determining educator’s Overall Performance Category.
  Required

• All summative ratings must be recorded in the department-approved technology platform or district approved process.

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

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>

Required

• 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, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

As the need arises, evaluators may require the development of additional Improvement Plans lasting up to 12 months.
PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM
### SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Leadership</th>
<th>School Climate</th>
<th>Human Resources Management</th>
<th>Organizational Management</th>
<th>Communication and Community Relations</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visits</td>
<td>Observation; District Identified Evidence (conferences)</td>
<td>Observation</td>
<td>District Identified Evidence (conferences)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Professional Growth Planning and Self Reflection

<table>
<thead>
<tr>
<th>Self-Reflection</th>
<th>Instructional Leadership</th>
<th>School Climate</th>
<th>Human Resources Management</th>
<th>Organizational Management</th>
<th>Communication and Community Relations</th>
<th>Professionalism</th>
</tr>
</thead>
</table>

#### 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

| 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 |

Ohio County Certified Evaluation Plan
Principal Professional Growth and Effectiveness System Components

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

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

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

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

Evaluators 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
- Products of Practice
- Other Sources
Professional Practice

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

Professional Growth Planning 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. Professional Growth Plans should align with district/school improvement plans. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Required:

- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

<table>
<thead>
<tr>
<th>Within 30 days of reporting for employment</th>
<th>Superintendent reviews expectations of PPGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 30</td>
<td>Principal/Assistant Principal collaboratively develop Self-Reflection, Student Growth Goal, Working Conditions Goal and Professional Growth Goal/Plan</td>
</tr>
<tr>
<td>October</td>
<td>Superintendent conducts a Site Visit</td>
</tr>
<tr>
<td>Mid-Year</td>
<td>Conference with Principal/assistant principal to review/reflect upon all goals and modify any strategies as needed.</td>
</tr>
<tr>
<td>March</td>
<td>Completion of TELL or VAL-ED Survey as available</td>
</tr>
<tr>
<td>April/May</td>
<td>Superintendent conducts a Site Visit</td>
</tr>
<tr>
<td>June 30</td>
<td>Conference with principal/assistant principal to review their Student Growth Goal, Working Condition Goal, and Professional Growth Goal as well as modify any strategies.</td>
</tr>
</tbody>
</table>

* Additional Conferences may be held as deemed necessary to monitor PGP progress.
* All dates are tentative based on the adjustment of the school calendar and availability of data. Any date change(s) will be documented in the state approved technology platform or district approved process.
* Late hires, in collaboration with their supervisor, will have dates adjusted appropriately.
Site-Visits

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

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

Required:

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

Site Visits

Site visits will be conducted twice annually after the completion of the PGP. The first will take place prior to January 1. The second will take place prior to March 15.

Within 5 days of the visit, the follow-up conference between the principal and the superintendent will occur. The superintendent/designee will review all Principal Performance Standards and give feedback about each standard.

Optional: The principal may ask the Superintendent to give specific feedback about a particular standard.

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

Local District Decision:
✓ If hired after mid-year, timelines will be adjusted to meet the requirement of two site-visits. Evidences of site visits will be documented in the state-approved technology platform or district approved process.

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:

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

<table>
<thead>
<tr>
<th>VAL-ED 360</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Val-Ed 360 Point of Contact</td>
<td>The Director of Human Resources will be assigned as the Val-Ed 360 Point of Contact by the superintendent. Each school will also select a Val-Ed Point of Contact to assist with the Val-Ed process.</td>
</tr>
<tr>
<td>Val-Ed 360 Role Groups</td>
<td>District Administrator: Oversee and monitor the implementation of the Val-Ed 360 process. School Val-Ed 360 Coordinator: Serves as a liaison between the 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 the survey process and reports. Supervisors: District may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. Principals: Complete a survey specifically designed for principals and has access to information contained within the final report. Certified Teachers: Teachers assigned to a specific school that complete the online survey designed specifically for teacher input.</td>
</tr>
<tr>
<td>Frequency of Val-Ed 360</td>
<td>Once every other year alternating with TELL Kentucky Survey.</td>
</tr>
<tr>
<td>Timeline</td>
<td>Two week period during the spring semester</td>
</tr>
<tr>
<td>Use of Val-Ed 360 Results</td>
<td>The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan.</td>
</tr>
<tr>
<td>Val-Ed 360 Access</td>
<td>Val-Ed 360 survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.</td>
</tr>
</tbody>
</table>
Local District Decision:

Only principals who have completed at least half the school year will participate in Val-ED 360.

**Working Conditions Goal**

Goal inherited by Assistant Principal

Principals are responsible for setting a two-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal’s effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

**Required:**
- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one two-year goal.

Local District Decision:

- Any additional surveys or evidence used shall be approved by the supervisor or designee prior to implementation.
- Evidences of the Working Conditions Goal will be documented by supervisor request via email, face-to-face, and in the department-approved technology platform or district approved process.
- Principals will set a minimum of one Working Condition Goal for each two year period that will be part of their School Improvement Plan.
- The Working Conditions Goal Rubric will be developed collaboratively by the superintendent and the principal. See example below. NOTE: The rubric is an example and is not intended to suggest cut points for all principals to be the same.

**Working Conditions Growth Goal Rubric:**
The rubric is established when setting the Working Conditions Growth Goal in collaboration with the superintendent. An accomplished result is the expected outcome from the goal. To achieve exemplary, the goal must be exceeded. District Decision Rule for accomplished + or - 5 points. Ineffective is baseline and below. Developing is the range between ineffective and accomplished.

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>40% and below</td>
<td>41% - 65%</td>
<td>65% - 70%</td>
<td>71% and above</td>
</tr>
</tbody>
</table>

A mid-point review survey will be conducted by schools focusing on areas of concerns related to the Working Conditions Goals. Data from the surveys will be shared during staff and SBDM Council meetings.
Products of Practice/Other Sources of Evidence

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

Local District Decision:

Ohio 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
- School Assessment Data
- Other

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one of the Student Growth Goals set by the principal must address gap populations. Assistant principals will inherit the SGG (both state and local contributions) of the Principal.

State Contribution

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:

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless local goal is based on Gap population.
- *If the school does not receive state level data, the principal will construct two local student growth goals.*

**Local District Decision:**

- The superintendent and the principal will meet to discuss the mid-year trajectory goal as seen in the school report card and determine if the principal is on track to reach the long-term trajectory target. Additional strategies will be developed if needed.
- Two points above or below the goal equated to “expected” growth. Anything higher will be considered “high” growth. Anything lower will be classified as “low” growth.

**Local Contribution**

**Based on School Need - Goal inherited by Assistant Principal**

The local goal for student growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

Required:

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

**Local District Decision:**

- One local goal will be identified by the principal. The superintendent and the principal will meet to discuss the development of the local goal which shall be based on the CSIP, standardized assessment results, . Two points above or below the goal equates to “expected” growth. Anything higher will be considered “high” growth. Anything lower will be classified as “low” growth.
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:
- Use decision rules to determine an overall rating.
- Record ratings in the department-approved technology platform or district approved process.

Local District Decision:

✓ The rating of overall Principal Professional Practice is to be complete by June 1.

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:
Rating Overall Professional Practice

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

**CRITERIA FOR DETERMINING A PRINCIPAL of ASSISTANT PRINCIPAL’S PROFESSIONAL PRACTICE RATING**

<table>
<thead>
<tr>
<th>IF . . .</th>
<th>THEN . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Assistant Principal is rated Exemplary in at least four of the standards and no standard is rated Developing or Ineffective</td>
<td>Professional Practice Rating shall be Exemplary</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Accomplished in at least four standards and no standard is rated Ineffective</td>
<td>Professional Practice Rating shall be Accomplished</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Developing in at least five standards.</td>
<td>Professional Practice Rating shall be Developing</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Ineffective in two or more standards</td>
<td>Professional Practice Rating shall be Ineffective</td>
</tr>
</tbody>
</table>

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:**

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

**Local District Decision:**

- 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 up to 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 department-approved technology platform or district approved process.

<table>
<thead>
<tr>
<th>RANKING</th>
<th>AVERAGE SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>1.0 – 1.49</td>
</tr>
<tr>
<td>Expected</td>
<td>1.50 – 2.49</td>
</tr>
<tr>
<td>High</td>
<td>2.50 – 3.0</td>
</tr>
</tbody>
</table>

STATE
- ASSIST/NGL Goal

LOCAL
- Based on school need

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STUDENT GROWTH [H,E,L]

STUDENT GROWTH RATING

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS
Determining the Overall Performance Category

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

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

**Required**

- All summative ratings must be recorded in the department-approved technology platform or district approved process.

**CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY**

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>Accomplished</td>
<td>High</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>Low OR Expected</td>
<td>Developing</td>
</tr>
<tr>
<td>Ineffective</td>
<td>Low, Expected OR High</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>
Professional Growth Plan and Summative Cycle

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

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

**PROFESSIONAL PRACTICE RATING**

- **EXEMPLARY**
  - Shall have a minimum of a Professional Growth Plan
  - Developed by Evaluator

- **ACCOMPLISHED**
  - Shall have a minimum of a Professional Growth Plan
  - Developed by Evaluator

- **DEVELOPING**
  - Shall have a minimum of a Professional Growth Plan
  - Develop by Evaluator

- **INEFFECTIVE**
  - Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.

**LOW**  **EXPECTED**  **HIGH**
Other District Certified Personnel

Other District Certified Personnel will be evaluated using the current district approved process for 2015-2016.

Appeals

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.)
Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

**Appeal Panel**

The District shall establish a panel to hear appeals from summative evaluations as required by law.

**Election**

Each school shall nominate one (1) certified employee by May 1 to place on a ballot so that two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**Terms**

All terms of panel members and alternates shall be for one (1) year and run from July 1 to June 30. Members may be reappointed or reelected.

**Chairperson**

The chairperson of the panel shall be the certified employee appointed by the Board.

**Appeal to Panel**

Any certified employee who believes that he or 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 certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

**Conflicts of Interest**

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

**Burden of Proof**

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.
**Hearing**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

**PANEL DECISION**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel’s written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline shall be granted without written approval of the Superintendent.

**SUPERINTENDENT**

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary. The Superintendent may hold hearings and/or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

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**Procedural Guidelines of Appeals Panel Hearing**

**PURPOSE**

The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The following key components of due process will be examined in the review of the certified employee evaluation: impartiality, consistency, fairness, follow-through, careful documentation, contractual compliance and use of progressive discipline steps.

**APPEALS**

1. Upon receipt of a request for an appeal, the Chairperson of the Appeals Panel shall notify the Appeals Panel member of the appeal. If possible, the preliminary hearing should be held within five (5) working days of the receipt of the request for an appeal. The Chairperson of the panel shall notify the evaluator and the evaluatee in writing of the time, date and place of this hearing.

2. The purpose of the preliminary hearing is to exchange pertinent documentation and to explain the appeals hearing process. A copy of all documentation will be provided to both parties involved. Both the evaluatee and the evaluator shall submit four (4) copies of all pertinent documentation to the Appeals Panel in the presence of all three (3) members at the preliminary hearing. All documentation is to be clearly numbered. The members of the Appeals Panel will be the only personnel to review the documentation. All copies of pertinent documentation will be locked in a secure place in the District office except during appeals panel meetings and shall be destroyed by the panel at the end of the appeals process.

3. The panel will meet, review all documents, discuss, prepare questions to be asked of each party by the chair, and set the time and place for the appeals hearing. Additional questions may be posed by panel members during the appeals hearing.
4. The appeals hearing will be held not less than five (5) and not more than ten (10) working days of the preliminary hearing and at a time and place set by the panel. The evaluatee and evaluator will be notified in writing of said time and shall be invited to appear before the panel, respond to the appeal and to answer questions from the panel.

5. For official records, the hearing will be audio taped and a copy provided to both parties, if requested in writing.

6. Only panel members, the evaluatee and evaluator, legal counsel, and or the chosen representative will be present at the hearing.

7. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

8. A list of witnesses (which is limited to a maximum of five (5) names) (except for good cause shown) for the evaluatee and evaluator shall be presented twenty-four (24) regular office hours prior to the appeals hearing. Board of Education regular office hours are 8:00 AM to 4:00 PM, Monday through Friday.

9. The following procedures will be followed for the appeals process:
   a. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the panel’s responsibilities.
   b. Each party has the right to the presence of chosen representative.
   c. Each party will be allowed to call witnesses, if desired.
   d. During the hearing, each party shall be allowed to make a statement of claim. The evaluatee will begin first.
   e. The panel may question either party or witnesses during the hearing.
   f. Each party will have an opportunity to question the other party and also witnesses.
   g. Each party will be asked to make closing remarks.
   h. The panel may make closing remarks.

10. Following the hearing, the panel will deliberate and issue its written findings within five (5) working days. The panel may make one of the following recommendations to the Superintendent:
   a. Recommend a new evaluation by a second certified trained evaluator;
   b. Up hold all parts of the original evaluation; or
   c. Void all or part of the summative evaluation found to be in error.

11. The finds of the panel shall be placed in the personnel file replacing or attached to the original summative. If there are no changes to the original summative form, then the original summative form will be sent to the District Office for permanent filing. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file and will be sent to the District Office for permanent filing. The written findings and decision will be presented to the evaluatee, evaluator and the Superintendent.
12. The evaluatee may withdraw his/her appeal at any time during the appeals process. At any time during the appeals process, the evaluator may make adjustments to the evaluatee’s summative form if they are acceptable to the evaluatee.

13. The Panel’s decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Personnel evaluation records, specifically the personnel evaluation folder and its contents, will be kept as a part of the employee’s personnel file and will be treated as confidential as required by law. During an appeal/hearing, evaluation records will be kept in a secure location designated by the Superintendent.

ACCESSIBILITY

Evaluation records will be accessible only to:

1. Members of the District Evaluation Appeals Panel when an employee has appealed his/her summative evaluation to the Panel.

2. Administrators who supervise, or share the supervision of, the evaluatee. Generally, these administrators will include the Principal/Assistant Principal in the evaluatee's building, the Superintendent, and other District-level administrative staff members, as designated by the Superintendent.

3. Representatives for the parties.

4. The Board on advice of legal counsel and upon a majority vote when access to the information is required for lawful District purposes. Access may be permitted without a vote when such records are relevant and necessary to hearing matters or proceedings before the Board such as in the case of a demotion hearing under KRS 161.765. Except as otherwise required or authorized by law, access shall take place in closed session.

5. Records may be subpoenaed in cases where litigation occurs.

APPEAL WITHOUT A HEARING

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.

2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

3. Based on the issues identified in the certified personnel’s appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District’s evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

   • Rule in favor of the appellant, either in whole or in part;
• Uphold the evaluation; or

• Call for a second evaluation by a trained evaluator.

4. The Superintendent must take appropriate action consistent with the Appeal Panel’s decision.

5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel’s decision and the original summative evaluation form shall be placed in the employee’s evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.
# Student Growth Goal (SGG Rubric)

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<th>ACCEPTABLE</th>
<th>NEEDS REVISION</th>
<th>INSUFFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>‘SPECIFIC’</strong></td>
<td>- Identifies an area of need pertaining to current students’ abilities.</td>
<td>- Identifies a specific area of need, but lacks supporting data for current students.</td>
<td>- Is not focused on a specific area of need.</td>
</tr>
<tr>
<td>- Does the SGG focus on a specific area of need based on an enduring skill or understanding/overarching goal</td>
<td>- Includes growth and proficiency targets that establish and differentiate expected performance for ALL students (e.g. Spec. Ed., GT, ELL, etc).</td>
<td>- Includes both a growth target and a proficiency target, but fails to differentiate expected performance for one or both targets.</td>
<td>- Includes only a growth or a proficiency target.</td>
</tr>
<tr>
<td><strong>‘MEASURABLE’</strong></td>
<td>- Uses appropriate measures for base-line, mid-course, and end of year/course data collection.</td>
<td>- Uses measures that fail to clearly demonstrate performance for the identified skill.</td>
<td>- Uses no baseline data or uses irrelevant data.</td>
</tr>
<tr>
<td>- Is an appropriate measure selected to assess the goal?</td>
<td>- Is anchored in baseline data and identifies multiple measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed.</td>
<td>- Only allows students to demonstrate competency of part, but not all aspects of the standards being assessed.</td>
<td>- Does not assess the level of competency intended in the standards.</td>
</tr>
<tr>
<td><strong>‘APPROPRIATE’</strong></td>
<td>- Aligned to KCAS grade level standards (or international, national, state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed.</td>
<td>- Congruent to content, but not aligned to grade level standards.</td>
<td>- Is not congruent or appropriate for grade level/content area standards.</td>
</tr>
<tr>
<td>Appropriate/Attainable</td>
<td>- Addresses critical content, enduring skill(s) which students are expected to master necessary for advancement to future coursework.</td>
<td>- Focuses on a standards-based skill that does not match enduring skill criteria</td>
<td></td>
</tr>
<tr>
<td>- Is the SGG rigorous, realistic, and standards based?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>‘RELIABLE’</strong></td>
<td>- Includes growth and proficiency targets that are rigorous for students, but attainable with support. Rigor is determined by past performance of students, year’s growth, percentage of students who attain the target or other measures.</td>
<td>- Includes targets that are achievable, but fail to stretch attainability expectations.</td>
<td>- Includes targets that do not articulate expectations AND/OR targets are not achievable</td>
</tr>
<tr>
<td>- Is the SGG results-oriented and relevant?</td>
<td>- Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills.</td>
<td></td>
<td>- For similar classrooms, data collected for the student growth goal:</td>
</tr>
<tr>
<td>- Is the data collected COMPARABLE across similar classrooms, across the district?</td>
<td></td>
<td></td>
<td>--does not reflect common criteria used to determine progress.</td>
</tr>
<tr>
<td>‘TIME-BOUND’</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the SGG specify an appropriate instructional interval?</td>
<td>-Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Specifies less than/more than a year-long/course-long interval of instruction.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-Fails to specify an interval of instruction.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENTS</th>
<th>ACCEPTABLE</th>
<th>NEEDS REVISION</th>
<th>INSUFFICIENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the assessment items align with content standards in the SGG?</td>
<td>-Aligns all assessment items (performances, tasks, questions) to the content standards identified in the SGG.</td>
<td>-Aligns most assessment items (performances, tasks, questions) to content standards identified in the SGG. Other items “loosely aligned” or are not congruent to specified content standards.</td>
<td>-There is little to no evidence of congruency of assessment items to the content standards identified in the SGG.</td>
</tr>
<tr>
<td>Are multiple items used to determine mastery of standards?</td>
<td>-All SGG grade-level learning content is assessed using multiple items to determine if/when standards have been ‘met’.</td>
<td>-Most SGG grade-level learning content is assessed using multiple items to determine if/when standards have been ‘met’.</td>
<td>-Some SGG grade-level learning content is assessed using multiple items to determine if/when standards have been met.</td>
</tr>
<tr>
<td>Is the scoring criteria used to determine mastery of standards accurate and clear?</td>
<td>-Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.</td>
<td>-Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, most of which are accurate and clear.</td>
<td>-Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, some of which are accurate and clear.</td>
</tr>
</tbody>
</table>

**SGG Rigor Checklist form (Principal Use)**

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Teacher ID Number</th>
<th>Is the goal Specific?</th>
<th>Is the goal Measurable?</th>
<th>Is the goal Appropriate?</th>
<th>Is the goal Realistic?</th>
<th>Is the goal Time-Bound?</th>
<th>Does the goal address an enduring skill, concept, or understanding in the teacher’s content?</th>
<th>Does the goal have both a growth and proficiency component?</th>
<th>Does the goal use comparable data?</th>
<th>Does the goal relate to the needs of the current group of identified students?</th>
<th>Acceptable Goal?</th>
<th>Date Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

58
# Teacher Checklist for SGG Rigor Worksheet

Student Growth Goal Rigor Checklist

Teacher Name: _________________________________  Date: _______________________

Student Growth Goal: _________________________________

Growth Goal Checklist Directions: Answer each question below with Yes/No and provide rationale as needed before submitting your growth goal to the principal in CIITS. The principal will then complete the same checklist about your goal before accepting the goal. Feedback will be provided by the principal if your goal is missing one or more components.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes/No</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the goal Specific?  (Draw a box around the specific content/skill addressed in your goal.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the goal Measurable?  (Underline how you will measure student progress in the goal above.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the goal Appropriate?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the goal Realistic?  Is your goal doable, but rigorous enough to stretch the outer bounds of attainable?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the goal Time-Bound?  (Circle the time in the goal above).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the goal address an enduring skill, concept or understanding in your content area?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the goal have both a growth component and a proficiency component?  Did you include a goal for ALL students and also a goal with a percentage of students who will meet proficiency?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does the goal relate to the needs of the current group of identified students?  (If you mark yes here, you should also mark that your goal is appropriate.)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PPGES Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

| Principal |  |
| EPSB ID# |  |
| School |  |
| Level |  |
| Date |  |

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

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

<table>
<thead>
<tr>
<th>Standard</th>
<th>Self-Assessment</th>
<th>Strengths and areas for growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Leadership&lt;br&gt;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.</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>2. School Climate&lt;br&gt;The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>3. Human Resource Management&lt;br&gt;The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>4. Organizational Management&lt;br&gt;The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>5. Communication and Community Relationship&lt;br&gt;The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>I</td>
<td>D</td>
</tr>
<tr>
<td>6. Professionalism&lt;br&gt;The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</td>
<td>I</td>
<td>D</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Local Student Growth Goal Statement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Based on one of the State goals within your CSIP.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal’s Student Growth Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>This plan will outline what the principal will do to impact the student growth goal. (Should be different than the school CSIP plan strategies/actions)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies/Actions</th>
<th>Resources/Support</th>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>What strategies/actions will I need to do in order to assist my school in reaching the goal?</td>
<td>What resources will I need to complete my plan?</td>
<td>When will I complete each identified strategy/ action?</td>
</tr>
<tr>
<td>How will I accomplish my goal?</td>
<td>What support will I need?</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Part C: Principal’s TELL Kentucky Working Conditions Goal

Target Question(s) from TELL Kentucky Results:
Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

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

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

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

<table>
<thead>
<tr>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>% and below</td>
<td>%-%-</td>
<td>%-%</td>
<td>% and above</td>
</tr>
</tbody>
</table>

### Working Conditions Goal Action Plan

<table>
<thead>
<tr>
<th>Working Conditions</th>
<th>Strategies/Actions</th>
<th>Resources/Support</th>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?</td>
<td>What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?</td>
<td>What resources will I need to complete my plan? What support will I need?</td>
<td>When will I complete each identified strategy/action?</td>
</tr>
</tbody>
</table>
### Part D: Professional Growth & Effectiveness Data Reflection

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

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

### Other Information on which to Reflect

**Survey Results**
- [ ] VAL-ED 360
- [ ] Other: ____________

<table>
<thead>
<tr>
<th>Number of Surveys Distributed</th>
<th>Number of Completed Surveys Returned</th>
<th>Percentage of Completed Surveys Returned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**What did teachers/staff perceive as major strengths?**

**What did teachers/staff perceive as major weaknesses?**

**List factors that might have influenced the results.**

**Other Data**
- [ ] Student Achievement Data
- [ ] Non-Academic Data
- [ ] Supervisor Feedback
- [ ] Other

<table>
<thead>
<tr>
<th>Data Selected</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**How does the additional data inform your decision about your learning needs?**
**Part E: Connecting Priority Growth Needs to Professional Growth Planning**

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

**Professional Growth Goal:**
- What do I want to change about my practices that will effectively impact student learning?
- How can I develop a plan of action to address my professional learning?
- How will I know if I accomplished my objective?

<table>
<thead>
<tr>
<th>Connection to Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action Plan</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Strategies/Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do I want to change about my leadership or role that will effectively impact student learning?</td>
<td>1. What will I need to do in order to learn my identified skill or content?</td>
</tr>
<tr>
<td>2. What is my personal learning necessary to make that change?</td>
<td>2. How will I apply what I have learned?</td>
</tr>
<tr>
<td></td>
<td>3. How will I accomplish my goal?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources/Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What resources will I need to complete my plan?</td>
</tr>
<tr>
<td>2. What support will I need?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targeted Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>When will I complete each identified strategy/ action?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Administrator’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Superintendent’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
</table>
2) **On-going Reflection:** Complete this section at **mid-year** to identify progress toward each Student Growth/Working Conditions/Professional Growth Plan.

<table>
<thead>
<tr>
<th>Date</th>
<th>Status of Mid-Year Growth Goal(s) – SGG, WCG, PGP</th>
<th>Revisions/Modifications of Strategies or Action Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SGG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WCG</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PGP</td>
<td></td>
</tr>
</tbody>
</table>

Administrator’s Signature: ________________________ Date: ____________

Superintendent’s Signature: ________________________ Date: ____________
### 3) Summative Reflection: Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

<table>
<thead>
<tr>
<th>Date:</th>
<th>End of Year Student Growth Reflection:</th>
</tr>
</thead>
<tbody>
<tr>
<td>End-of-Year Data Results (Accomplishments at the end of year.)</td>
<td>Data attached</td>
</tr>
<tr>
<td>Date:</td>
<td>End of Year TELL KY Working Conditions Growth Reflection:</td>
</tr>
<tr>
<td>Date:</td>
<td>End-of-Year Professional Growth Plan Reflection:</td>
</tr>
</tbody>
</table>

**Next Steps:**

<table>
<thead>
<tr>
<th>Administrator’s Signature:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent’s Signature:</td>
<td>Date:</td>
</tr>
</tbody>
</table>
Ohio County Certified Evaluation Plan

**Educator Overall Performance Category**

Directions: Completed by Principal/Designee. Overall Performance Category is based on Professional Practice and accompanying decision rules and Student Growth, both state and local contributions (if applicable). Once both the overall Professional Practice rating and Student Growth rating have been determined, the Overall Performance Category is achieved using the established Overall Performance Category matrix.

**Educator:**

**School Year:**

**School**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain 1: Planning and Preparation</strong></td>
<td>Choose a rating</td>
</tr>
<tr>
<td><strong>Domain 2: Classroom Environment</strong></td>
<td>Choose a rating</td>
</tr>
<tr>
<td><strong>Domain 3: Instruction</strong></td>
<td>Choose a rating</td>
</tr>
<tr>
<td><strong>Domain 4: Professional Responsibilities</strong></td>
<td>Choose a rating</td>
</tr>
</tbody>
</table>

**Overall Professional Practice Rating:**

Choose an Overall Professional Practice Rating

**State Contributions**

Choose a growth rating

**Local Contribution**

Choose a growth rating

**Overall Performance Category:**

Choose an Overall Performance Category

**CRITERIA FOR DETERMINING A TEACHER’S OVERALL PERFORMANCE CATEGORY**

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>High OR Expected</td>
<td>EXEMPLARY</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td>Accomplished</td>
<td>Expected</td>
<td>ACCOMPLISHED</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Developing</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>

Evaluator’s Name _________________________________ Educator’s Name _________________________________

Evaluator’s Signature _________________________________ Educator’s Signature _________________________________

“This is to certify that I have met with my evaluator to discuss my job performance as outlined above and have received a copy of this form. I understand that my signature does not indicate agreement.” (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date ___________________________ Date ___________________________