

2016-2017

District Professional Growth & Effectiveness Plan



Hopkins County Schools

[Type here]

District Professional Growth and Effectiveness Plan for Certified Personnel

Hopkins County Schools	270-825-6000
Name of District	Telephone

320 South Seminary Street	Madisonville, KY	42431
Street Address	City, State	Zip Code

Linda Q. Zellich
Superintendent

Deanna Ashby	Assistant Superintendent	270-825-6000
Evaluation Contact Person	Title	Telephone

50/50 Professional Growth and Effectiveness Plan Development Committee

Jason Clark	Administrator	Browning Springs Middle School
Stuart Fitch	Administrator	South Hopkins Middle School
Amy Smith	Administrator	West Broadway Elementary
Jon Wells	Administrator	Hanson Elementary
Eric Stone	Administrator	West Hopkins School
Marty Cline	Administrator	Central Office
Jennifer Luttrell	Administrator	Central Office
Tonia Griffey	Administrator	Central Office
Tommy Burrough	Administrator	Central Office
Amy Belcher	Teacher	James Madison Middle School
Beverly Britt	Teacher	Hopkins County Day Treatment
Stacey Burns	Teacher	Pride Elementary
Tina Peyton	Teacher	Madisonville North Hopkins
Lisa Rodgers	Teacher	Southside Elementary
Wendy Mitchell	Guidance Counselor	Earlington Elementary
Barbara Stoltz	Teacher	Grapevine Elementary
Ashlee Zimmer	Teacher	Jesse Stuart Elementary
Laura Latham	Curriculum Coordinator	Hopkins County Central High School

Evaluation Contact Person: Deanna Ashby

Page Number in District CEP	Indicators taken from KRS 156.557 and 704 KAR 3:370
A. Procedures and Plan:	
p. 1	1. Developed by 50/50 Committee equal number of teachers and administrators.
p. 4	2. Acted upon by local board of education (<i>include signed assurance document</i>)
B. Plan states that:	
p. 1	1. Each local school district shall designate a contact person responsible for monitoring evaluation training and implementing the Professional Growth and Effectiveness System.
pp. 14-15	2. Evaluators shall be trained and tested, and shall be approved by the department upon completion of the required evaluation training program and successful completion of testing.
p. 4	3. 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.
p. 4	4. The immediate supervisor designated primary evaluator.
pp. 4; 11	5. The Professional Growth Plans align with school/district improvement plans.
pp. 4; 11	6. There is an annual review of growth plans.
p. 13	7. Teachers should receive a conference within five (5) working days of observation.
pp. 12-13	8. A summative evaluation conference shall be held at the end of the summative evaluation cycle and shall include all applicable Professional Growth and Effectiveness data.
pp. 12-13	9. Annual evaluations with multiple observations are required for non-tenured certified personnel.
pp. 12; 33	10. Multiple observations for tenured teachers when observation results yield an ineffective determination.
pp. 12-14	11. Summative evaluations for tenured teachers shall occur at least once every three years.
p. 4	12. Administrators receive summative evaluations annually.
p. 4	13. Evaluations will be documented on approved forms to become part of official personnel file.
pp. 4; 50	14. An opportunity for written response shall be included in the official personnel record.
p. 4	15. A copy of the evaluation is provided to evaluatee.

Page Number in District CEP	Indicators taken from KRS 156.557 and 704 KAR 3:370
C. PGES - Certified Teacher	
p. 11	1. Professional Growth Planning and Self-Reflection
p. 13	2. Observation
pp. 12-13	3. Observation Model
p. 14	4. Observation Schedule
pp. 16-17	5. Peer Observation
p. 13	6. Observation Conferencing
pp. 14-15	7. Observer Certification
p. 16	8. Observer Calibration
pp. 17-19	9. Student Voice
pp. 19-28	10. Local Student Growth Goal
pp. 19-28	11. Student Growth Percentile
p. 17	12. Products of Practice/Other Sources of Evidence
p. 27-28	13. Rating Professional Practice
p. 28-29	14. Rating Student Growth
pp. 30-31	15. Determining the Overall Performance Category
p. 32	16. Professional Growth Plan and Summative Cycle
pp.50-53	17. Appeals Process
D. PGES - Principal & Assistant Principal	
p. 38-39	1. Professional Growth Planning and Self-Reflection
p. 39	2. Site-Visits
pp. 39-40	3. Val-ED
pp. 41-42	4. Working Conditions Goal
p. 42	5. Products of Practice/Other Sources of Evidence
p. 43	6. State Student Growth Goal – School Report Cards
p. 44	7. Local Student Growth Goal – ASSIST (School Improvement Plan)
pp. 45-46	8. Rating Overall Professional Practice
pp. 46-47	9. Rating Overall Student Growth
p. 48-49	10. Determining Overall Performance Category
pp.50-53	11. Appeals Process
E. *Other Certified Professionals	
pp. 9-33	1. *Evaluation plan for Other Certified Professionals <i>(if running a dual system and not in the plan)</i>
pp.50-53	2. *Appeals Process for Other Certified Professionals
F. Other Certified District Personnel	
p.5, 54-77	1. Evaluation plan for Other Certified District Personnel
pp.50-53	2. Appeals Process for Other Certified District Personnel

ASSURANCES CERTIFIED EVALUATION PLAN

The HOPKINS 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.

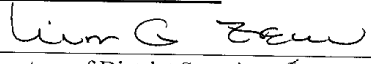
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

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.

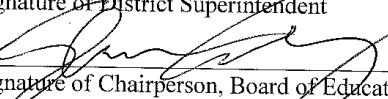
The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on **Monday, April 18, 2016.**



Signature of District Superintendent

5 - 2 - 2016

Date



Signature of Chairperson, Board of Education

5-2-16

Date

District Professional Growth and Effectiveness Plan

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

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

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

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

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

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

Hopkins County Schools will be fully implementing the professional growth and effectiveness system beginning the 2015-2016 school year. The District Professional Growth and Effectiveness Plan 2016 found within this document will be utilized for certified teachers, other professionals, principals, and assistant principals. A new intern teacher will not be evaluated using the PGES system for the 2016-2017 school year. New intern teachers will only be required to complete KTIP. Other professionals include: speech language pathologists, school counselors, school psychologists, library media specialists, special education building coaches, and curriculum coordinators. District level administrators and coordinators will be evaluated using the standards and timelines outlined in the District Certified Professional Growth and Effectiveness System plan. High School Athletic Directors will also be evaluated using the DCPGES system in the 2016-17 school year.

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. **Corrective Action/Improvement Plan:** A plan for improvement up to twelve months in duration for any of the following:
 - a. Certified staff for whom an immediate change in professional behavior and/or practice is needed.
 - b. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - c. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
10. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
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:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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.

Interdisciplinary Early Childhood Educators who teach in the preschool setting will utilize the Framework for Teaching and the Kentucky Preschool Guidance document.

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

Required Sources of Evidence

- ◆ Professional Growth Planning and Self-Reflection
- ◆ Observations
- ◆ Student Voice
- ◆ Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

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

SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

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

[Type here]

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 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.**
- ◆ **All teachers and other professionals will document self-reflection and professional growth planning in the state-approved technology platform.**

Professional Growth Planning and Self-Reflection Timeline:

Activity:	Timeline:	Evaluatee Roles:	Evaluator Roles
Self-Reflection & First Draft of PGP	Within first 30 instructional days	Complete self-reflection and submit first draft of PGP in the state approved platforms	Collaborate with evaluatee & provide feedback on PGP
PGP Approval	By September 30 th	Collaborate with evaluator for any needed revisions of PGP	Final approval of PGP in the state approved platforms
Ongoing Reflection & Data Collection	Throughout school year	Continuous reflection and data collection	Collaborate and support as needed
Final PGP Review	By May 15 th	Provide supporting evidence for PGP	Review PGP evidence
Corrective Action/Improvement Plan	As needed throughout the process	See Corrective Action/Improvement Plan section	See Corrective Action/Improvement Plan section

***LATE HIRES:**

All educators and other professionals hired October 1-March 1 will have 30 calendar days to complete the self-reflection and professional growth plan within the state-approved technology platform.

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.

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.**
- ◆ **Address any differences for Other Professionals.**
- ◆ **All observations must be documented in the state-approved technology platform**

The Progressive Model (3&1 model)

Observers will conduct three mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation.

One Year Cycle Educators and Other Professionals:

Observation Type	Observer	Observation Time
Mini	Evaluator	Minimum 20 minutes
Mini	Evaluator	Minimum 20 minutes
Mini	Peer Observer	Minimum 20 minutes
Full	Evaluator	Full Class period or lesson

Three Year Cycle Educators and Other Professionals

Cycle Year	Observation Type	Observer	Observation Time
Formative (T1) Year 1	Mini	Evaluator	Minimum 20 minutes
Formative (T2) Year 2	Mini	Evaluator	Minimum 20 minutes
Summative (T3) Year 3	Mini Full	Peer Observer Evaluator	Minimum 20 minutes Full Class period or lesson

3 Year Cycle Year 1 (T1); 3 Year Cycle Year 2(T2); 3 Year Cycle Year 3 (T3)

Observation Conferencing

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

Required

- ◆ **The evaluator may determine that the pre-conference be conducted through electronic, written, or personal correspondence on full and mini observations.**
- ◆ **Conduct observation post-conference within five working days following each observation.**
- ◆ **Mini-observation post conferences may be conducted through electronic, written, or personal correspondence while post conference will be completed in person for the full observation.**
- ◆ **The summative evaluation conference shall be held at the end of the summative evaluation cycle.**

Components for Conferencing

Mini Observations:

Evaluatee shall make available lesson plans in the approved state platform, or electronically and/or any other requested documentation to evaluator within time frame established by evaluator.

Peer Observations:

Evaluatee shall make available lesson plans for peer review prior to or during the peer observation.

Full Observations:

Evaluatee shall make available lesson plans in the approved state platform, or electronically and/or any other requested documentation to evaluator within time frame established by evaluator prior to the full observation. Evaluatee shall complete the post-observation form in the approved state platform prior to the post-observation conference. A post-observation conference shall be conducted within five (5) working days of the full observation.

Summative Conference:

A summative evaluation conference shall be held at the end of the summative evaluation cycle for all educators and other professionals. Summative conferences for one-year cycle educators and other professionals must be completed by April 15. Summative conference for three-year cycle educators and other professionals must be completed by May 15.

Observation Schedule

Required

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

One Year Cycle Educators and Other Professionals Timeline:

Observation Type	Observer	Observation Timeline
Mini	Evaluator	By December 15 th
Mini	Evaluator	By December 15 th
Mini	Peer Observer	Prior to Full Observation by Evaluator
Full	Evaluator	By April 1 st

Three Year Cycle Educators and Other Professionals Timeline:

Observation Type	Observer	Observation Timeline
Mini	Evaluator	Year 1 prior to last day of school
Mini	Evaluator	Year 2 prior to last day of school
Mini	Peer Observer	Year 3 prior to Dec. 15 th
Full	Evaluator	Year 3 prior to April 15 th

***LATE HIRES/BREAKS IN SERVICE:**

- ◆ All educators and other professionals who miss 60 consecutive instructional days or more, including late hires or breaks in service, will receive 1 peer observation prior to their full observation.

Observer Certification

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

To ensure consistency of observations, evaluators must also be trained, 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

- **The established cycle for observation certification is as follows:**

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

- ◆ **Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:**
 - **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:**

District Observer Certification Supports

Initial Training & Certification

District will provide evaluators registration for Proficiency Observation Training within the first thirty (30) days of employment. District personnel will provide additional supports and resources for evaluators as needed to complete Framework for Teaching Proficiency Assessment Part 1 and 2 within first sixty calendar days of employment. Upon successful completion, evaluators shall provide a copy of certificate to superintendent or designee.

For first unsuccessful attempt, evaluator shall forward the score report to superintendent or designee. The superintendent or designee will assign a mentor for the evaluator and a certification completion plan will be developed.

For second unsuccessful attempt, evaluator shall forward the score report to superintendent or designee. The superintendent or designee will modify the evaluator's professional growth plan to address need for successful completion of proficiency observation certification. The superintendent or designee will assign an alternative proficiency observation certified evaluator to work collaboratively to evaluate staff within building. The evaluator and alternative proficiency observation certified evaluator will be present for all evaluatee observations and this data will be used as a valid source of evidence.

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.**

The district will provide evaluators with calibration training during years 2 and 3 utilizing proficiency observation materials or current state-approved technology platforms and provide EILA credit. Evaluators will receive recertification training during year 4 utilizing current state-approved technology platforms and provided EILA credit. Documentation of all certified evaluators, dates of initial certifications, and calibration documentation will be kept on file at central office and will be available upon request. The superintendent/designee will assign a district mentor to remediate certified observers whose calibration results in a red rating. For certified observers whose calibrations results in a yellow rating, the superintendent /designee will assign a district instructional director to conference with the observer.

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 required peer observations must be documented in the state-approved technology platform and include time, date, and evidence.**
- ◆ **All peer observation documentation will be accessed only by the evaluatee.**

Peer Observer Selection:

Evaluators will identify a pool of peer observers within each school to be trained. Evaluatees may select from the evaluator-approved pool of peer observers to conduct the peer observation. Evaluators reserve the right to assign specific peer observers.

Peer Observer Training:

Peer observers must complete the state approved peer observer training once every three (3) years. The peer observer must provide a copy of the certificate of completion to the evaluator.

Peer Observer Responsibilities:

- ◆ Conduct one mini-observation
- ◆ Document completion of observation in the state approved technology platform
- ◆ Conduct post-conference

The district will ensure peer observation training opportunities are communicated to evaluators for initial and retraining requirements.

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**

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

- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from mini or informal observations
- Student data records
- Student work
- Student formative and/or summative course evaluations/feedback
- Minutes from PLCs
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Engagement in professional organizations
- Action research/teacher leadership projects
- Walkthrough data – announced/unannounced

Student Voice/Perception for Educators

The Student Voice/Perception 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/Perception 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 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.

Point-of-Contact

The superintendent or designee shall identify a District Student Voice/Perception Survey Point-of-Contact annually. The Point-of-Contact will be a district instructional supervisor.

Selection of Student Groups

District Student Voice/Perception Survey Point-of-Contact will designate a uniform number of sections/classes required per teacher to participate across the district. Each teacher with a roster of ten (10) or more students shall have at least one (1) student group complete the student voice survey. Building principals will determine what section(s)/class(es) that will respond to the survey at their school. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher. In cases where a teacher has no class rosters of at least ten students, no surveys will be administered to ensure confidentiality.

Process for Equal Access for All Students

Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the Student Voice/Perception Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with student voice and special education guidelines.

Student Voice/Perception Survey Timeline

Student Voice/Perception Surveys will be administered and completed during state mandated two week period.

Student Voice/Perception for Other Professionals

The purpose of the Student Voice/Perception Survey is a classroom level reporting system used to provide formative feedback and evidence of effectiveness to teachers, Other Professionals and school

administrators. Additionally, it is one source of evidence used to determine an educator's Overall Professional Practice Rating.

Student Voice/Perception Survey is used as a data point for Other Professionals to use as they reflect on their daily practices and learning environment. Any student in grades 3-12 who has received services from the Other Professional during the year may complete the survey. There is no requirement for the minimum number of times the student has to be seen by the Other Professional before they are eligible to complete the survey. There should be a minimum of five student to ensure confidentiality.

Students can be selected to complete the Student Voice/Perception Survey for the Other Professionals based on the following:

- ◆ Surveys can be administered to all students serviced this year.
- ◆ Surveys can be administered to a selection of students serviced individually this year.
- ◆ Surveys can be administered to a class serviced this year.
- ◆ Surveys can be administered to a small group of students serviced this year.

Students will complete the Student Voice/Perception Survey for Other Professionals using a paper and pencil format or using the state-approved technology platform if available. The district will administer KDE-provided OPGES Student Voice/Perception Surveys to other professionals district-wide. In the event no KDE-provided survey is generated for a particular group, the other professionals for whom no survey is available will not use surveys as a source of evidence to inform professional practice. Surveys will be completed in the school in which the administrator is assigned for the Other Professional. The Other Professional's administrator, ~~or~~ peer observer, or designee will serve as proctor to administer and collect the Student Voice/Perception Surveys completed on behalf of the Other Professional.

Student Growth

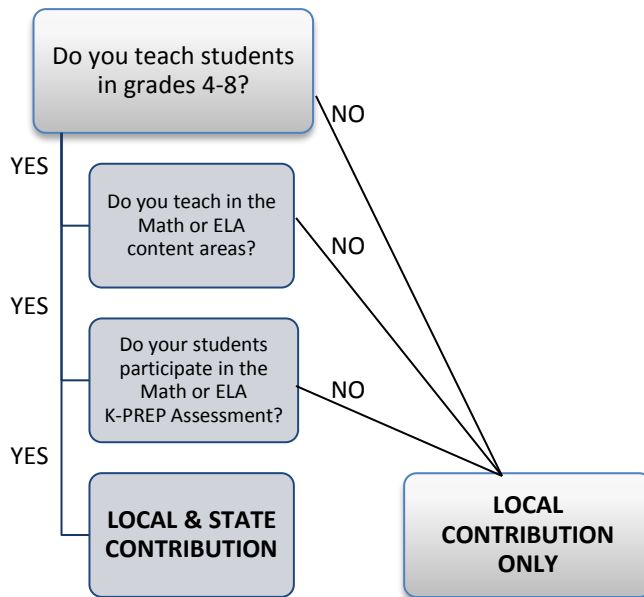
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- ◆ 4th – 8th 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:



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.

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:

Student Growth Goal Criteria

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

Rigor and Comparability for Student Growth Goals:

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 and other professionals.

Required

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

In order to ensure both rigor and comparability in district-wide development of Student Growth Goals, all evaluators and evaluatees will utilize the SMART Student Growth Goal Rubric and the Enduring Skills Charts found in the appendix of this document. 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 grade/content specific enduring skills. Rigor and comparable does not mean that all schools will use the same pre/post measures or that the expectations for growth percentage are the same across the district.

The following protocol will be used by the administrator and teacher/other professional when developing a student growth goal to ensure rigor and comparability across schools and the district:

1. Determine needs based upon previous years' data, formative assessments, student work, etc. This is not content specific – it is an enduring life skill for future success in college and career. Enduring skills identify life-long competencies obtained in P-12 education. A teacher's student growth goal should focus on the pivotal, content essential skills that will be assessed throughout the course and are needed to advance to the next level. See suggestions of enduring skills identified by the Kentucky Department of Education, mastery levels, and sources of evidence found in appendix of this document.

K-5	Reading/Math/Writing Enduring Skills
6-8	Reading/Math/Social Studies/Science/CCR Enduring Skills
9-12	CCR Enduring Skills
Elective/Specials	CCR or Enduring Skills from State/National Standards
Alternative Settings	CCR and Behavior Expectations/Credit Attainment/Recovery

2. Select an enduring skill that addresses identified need.
3. Determine the length of class/course in order to determine student growth.
4. Identify sources of evidence to establish baseline data and sources of evidence to measure student growth that will provide pre- and post- data. Below are possibilities that evaluators and evaluatees may consider for baseline and student growth. The list is not exhaustive and other sources of evidence can be utilized if it meets the criteria established by the SMART Student Growth Goal Rubric.
 - ◆ MAP – year’s growth
 - ◆ CERT – year’s growth
 - ◆ Benchmark Assessments for Reading and Math
 - ◆ ODW Prompts for Science, Social Studies & Art using KDE Scoring Rubric & Released Items
 - ◆ PLAN/EXPLORE/ACT (Practice Tests) – EPAS Pre/Post
 - ◆ Pre/Post Skill Assessment
 - ◆ Reading Fluency Assessments – DIBELS; Words per Minute through Cold Reads
 - ◆ Math Fluency Assessments – Computation Tests
 - ◆ Curriculum Based Measures
 - ◆ Constructed Response for Math – KDE Scoring Rubric & Released Items
 - ◆ KOSSA and Industry Certifications
 - ◆ ODW Writing Prompts using KDE Scoring Rubric & Released Items
 - ◆ Primary Developmental Writing Continuum
 - ◆ EOC Benchmark Test
 - ◆ Project-based Assessment with Rubric – debate; defend a position through presentation; plan and carry out an investigation (lab report, data analysis, explanations/solutions); create, analyze, evaluate and respond to a work of art, play, musical, etc.; health and wellness
 - ◆ Behavior Plans/Contracts

Supporting Formative Sources of Data:

- Rubrics
- Classroom Assessments
- Work samples/products
- Learning Checks
- Performance Checklists
- Anecdotal Records
- Student portfolios/assessment data notebooks
- MAP Screeners
- CERT Screeners
- Mid-Term Assessments
- Chapter/Unit Tests
- ODW or Constructed Response Samples
- Student journals – any content
- Student Progress Data
- Credit Completion

5. Create a specific student growth goal statement that meets SMART goal criteria/rubric. The Student Growth Goal will indicate student proficiency and growth targets.
6. Create and implement teaching and learning strategies needed to support students' attainment of growth goal.
7. Monitor student progress toward achieving Student Growth Goal through on-going formative assessment.
8. Determine if Student Growth Goal has been achieved through analysis of data. Evaluatee should provide a reflection and propose next steps for continuous improvement.

Student Growth Goal (SGG) Rubric

S.M.A.R.T. STRUCTURE OF THE STUDENT GROWTH GOAL

'SPECIFIC'	ACCEPTABLE	NEEDS REVISION	INSUFFICIENT
<p><i>Does the SGG focus on a specific area of need based on an enduring skill or understanding/overarching goal?</i></p>	<p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets.</p>	<p>Identifies a specific area of need, but lacks supporting data for current students.</p> <p>Includes both a growth target and a proficiency target.</p>	<p>Is not focused on a specific area of need.</p> <p>Includes only a growth or a proficiency target</p>
'MEASURABLE'	ACCEPTABLE	NEEDS REVISION	INSUFFICIENT
<p><i>Is an appropriate measure selected to assess the goal?</i></p> <p><i>Does your method of assessment measure your target enduring skill?</i></p> <p><i>Does the goal include proficiency and growth targets?</i></p>	<p>Uses appropriate measures for baseline, mid-course, and end of year/course data collection.</p> <p>Is anchored in baseline data and identifies multiple measures that demonstrate where students are in meeting or exceeding the intent of the enduring skill(s) being assessed.</p>	<p>Uses measures that fail to clearly demonstrate performance for the identified enduring skill.</p> <p>Only allows students to demonstrate competency of part, but not all aspects of the enduring skill being assessed.</p>	<p>Uses no baseline data or uses irrelevant data.</p> <p>Does not assess the level of competency intended in the enduring skills.</p>
'APPROPRIATE'	ACCEPTABLE	NEEDS REVISION	INSUFFICIENT
<p><i>Appropriate/Attainable</i> <i>Is the SGG rigorous, realistic, and standards based?</i></p> <p><i>*Crucial for delineating enduring skill versus content based standards.</i></p>	<p>Aligned to KCAS grade level enduring skills (or international, national state, local or industry recognized standards) appropriate for the grade level and content area for which it was developed.</p> <p>Address critical content, enduring skill(s) which students are expected to master necessary for advancement to future coursework</p>	<p>Congruent to content, but not aligned to grade level enduring skills.</p> <p>Focuses on a standards-based skill that does not match enduring skill criteria</p> <ul style="list-style-type: none"> • Goal is too narrow; focusing on a narrow skill or topic. • Goal is written in a general context and encompasses too much content. • Goal lists multiple enduring skills/overarching goals of adopted <i>state standards</i> 	<p>Is not congruent or appropriate for grade level/content area standards</p>
'RELIABLE'	ACCEPTABLE	NEEDS REVISION	INSUFFICIENT
<p><i>Is the SGG results-oriented and relevant?</i></p> <p><i>Is the data collected comparable across similar classrooms, across the district?</i></p> <p><i>*selection from district defined enduring skills and assessment methods meets comparability requirements.</i></p>	<p>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.</p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p>Includes targets that are achievable, but fail to stretch attainability expectations</p> <p style="text-align: center;">n/a</p>	<p>Includes targets that do not articulate expectations AND/OR targets are not achievable</p> <p>For similar classrooms, data collected for the student growth goal: does not reflect common criteria used to determine progress</p>
'TIME-BOUND'	ACCEPTABLE	NEEDS REVISION	INSUFFICIENT
<p><i>Does the SGG specify an appropriate instructional interval?</i></p>	<p>Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction</p>	<p>Specifies less than/more than a year-long/course-long interval of instruction</p>	<p>Fails to specify an interval of instruction</p>

Comparability

Includes both administrative protocol and scoring process assurances for establishing Comparability:

Administration Protocol

To ensure rigor and comparability, Student Growth Goal must meet the “**acceptable**” criteria based upon the SMART Student Growth Goal Rubric.

Scoring Process

The evaluator and evaluatee will meet to review relevant data sources and determine area of focus for Student Growth Goal. The evaluatee will develop one (1) Student Growth Goal that contains both growth and proficiency measures. The evaluator and evaluatee will meet to review the Student Growth Goal using the rigor rubric and determine if the pre-/post- measures will yield true student growth data and would be comparable growth measures. The evaluator will approve the goal if the goal meets the “acceptable” criteria on the rigor rubric. The evaluator and evaluatee will plan and/or review strategies to meet the Student Growth Goal. Every local goal will be comprised of a growth and proficiency component.

Determining Growth for a Single Student Growth Goal (SGG)

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

Required

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

Determining Growth for Single Growth Goal

To determine high, expected, or low growth, evaluatee will use pre/post assessment to determine the growth identified in their goal. These assessments can be identical or comparable versions. The process for determining high, expected, or low growth will be determined in the following manner:

High Growth: Class average of the post assessment would indicate student performance that exceeds established growth component by 10% from the pre-assessment class average.

Expected Growth: Class average of the post assessment would indicate student performance range of +/- 10% of established growth component of SGG from pre-assessment average.

Low Growth: Class average would indicate student performance of less than 10% of established growth component from the pre-assessment.

Growth Component

High	Growth that exceeds established goal by 10%
Expected	Growth range of +/- 10% of established goal
Low	Growth less than 10% of established goal

Determining Proficiency for Single Student Growth Goal

To determine high, expected, or low proficiency, evaluatee will use the class averages of pre and post assessments identified in their goal. See table below:

High	81% and above
Expected	55-80%
Low	54% and below

The matrix below will be used to assign the overall rating of the local growth goal by the evaluator.

OVERALL LOCAL GROWTH RATING

For Each Year of Local Growth Data:

Local Growth Rating of HIGH = 3pts

Local Growth Rating of EXPECTED = 2pts

Local Growth Rating of LOW = 1pt

See matrix below:

High Proficiency	EXPECTED	HIGH	HIGH
Expected Proficiency	EXPECTED	EXPECTED	EXPECTED
Low Proficiency	LOW	LOW	EXPECTED
	Low Growth	Expected Growth	High Growth

State Contribution – Median Student Growth Percentile

- ◆ MSGP will be used to determine overall Student Growth Rating for teachers in grades 4-8 for Reading and Math.
- ◆ The state will issue predefined cut scores.
- ◆ Three years of MSGP data (when available) will be used to determine overall Student Growth Ratings for teachers in grades 4-8 for Reading and Math.
- ◆ For teachers in grades 4-8 that teach both Reading and Math. The following matrix will be utilized:

STATE CONTRIBUTION MSGP COMBINED READING AND MATH

For Each Year of MSGP Data:

MSGP Rating of HIGH = 3pts

MSGP Rating of EXPECTED = 2pts

MSGP Rating of LOW = 1pt

See the Following Matrix:

High Reading	EXPECTED	HIGH	HIGH
Expected Reading	EXPECTED	EXPECTED	HIGH
Low Reading	LOW	EXPECTED	EXPECTED
	Low Math	Expected Math	High Math

- ◆ State Contribution MSGP will account for 10% of the overall Student Growth Rating.

Determining the Overall Performance Category

Supervisors are responsible for determining an Overall Performance Category for each teacher or other professionals 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.

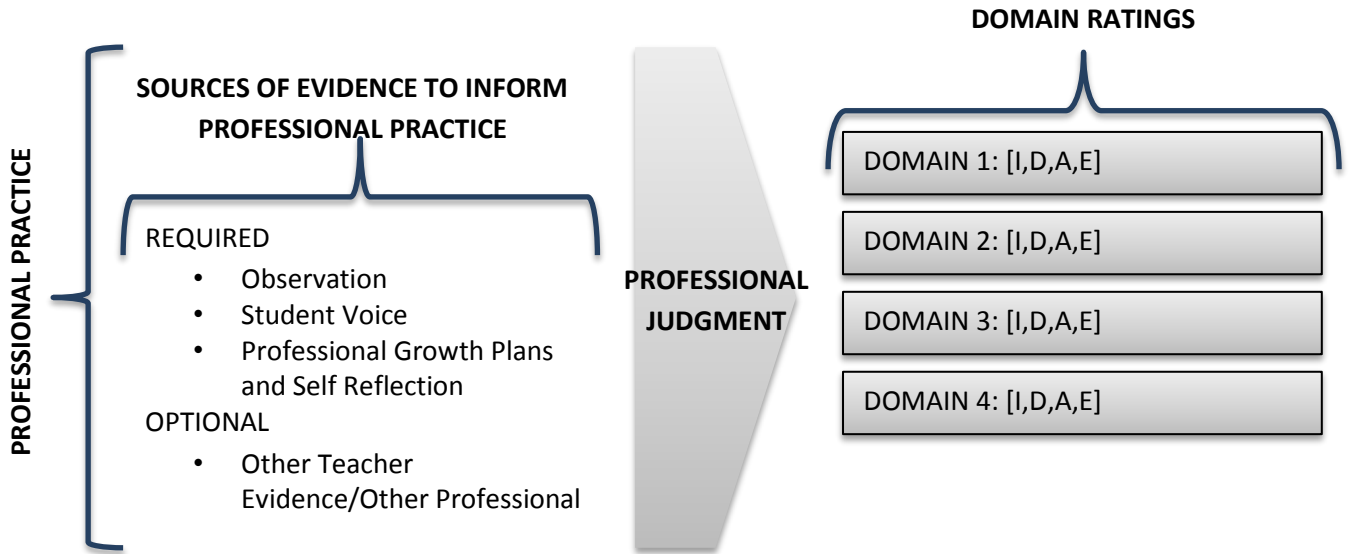
Rating Professional Practice

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.

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

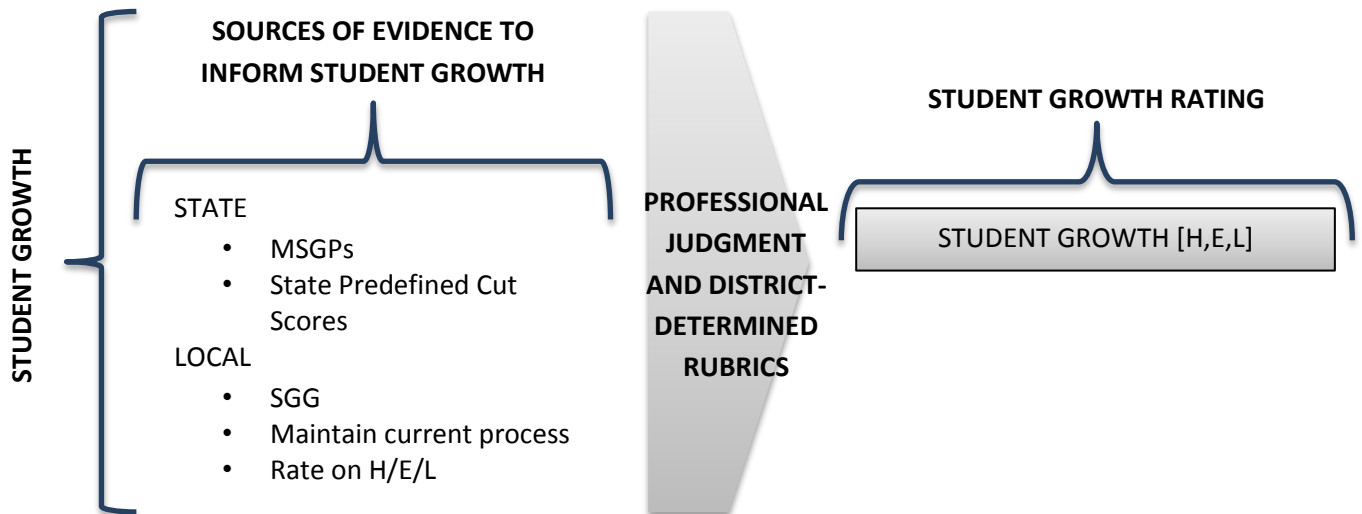
Required

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



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.**
- ◆ **Determine the process for using up to three years of student growth data (when available) to determine overall Student Growth Rating for teachers.**

In addition to a local contribution, evaluatees in grades 4-8 who teach ELA or Math will have a state contribution for student growth expressed as a median student growth 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 evaluatees who have a state and local growth goal. The state contribution MSGP will account for 10% of the overall Student Growth Rating. If a teacher does not have a MSGP, the overall Student Growth Rating will be determined by the Local Growth Goal Rating.

One Year’s Overall Growth Calculation:

$$(Local\ Growth\ Points\ X\ 90\%) + (MSGP\ Points\ X\ 10\%)$$

Two Years’ and Three Years’ Overall Growth Calculation:

Take the mathematical average of each year’s calculations

Overall Decision Matrix for State and Local Growth Goal Rating

<u>LOW</u> Average Points = 1 - 1.67	<u>EXPECTED</u> Average Points = 1.68 – 2.33	<u>HIGH</u> Average Points = 2.34 – 3.0
--	--	---

See Additional Matrix Below:

High State Growth	LOW	EXPECTED	HIGH
Expected State Growth	LOW	EXPECTED	HIGH
Low State Growth	LOW	EXPECTED	HIGH
	Low Local Growth	Expected Local Growth	High Local Growth

Determining the Overall Performance Category

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

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

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be ACCOMPLISHED
Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY	Professional Practice Rating shall be EXEMPLARY

3. Use Local Student Growth Goal matrix to determine overall Student Growth Rating. Use up to three years of Student Growth Goal data when available.

High State Growth	LOW	EXPECTED	HIGH
Expected State Growth	LOW	EXPECTED	HIGH
Low State Growth	LOW	EXPECTED	HIGH
	Low Local Growth	Expected Local Growth	High Local Growth

4. Apply State Overall Decision Rules for determining educator's/other professional's Overall Performance Category.

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

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

Required

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

		PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS AND OTHER PROFESSIONALS		
PROFESSIONAL PRACTICE	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal set by teacher with evaluator input • One goal must focus on low student growth outcome • Formative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goals set by teacher with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually • Summative occurs at the end of year 3. 	
	ACCOMPLISHED	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on professional practice and student growth • Plan activities designed by evaluator with teacher input • Summative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal(s) set by teacher with evaluator input; one must address professional practice or student growth. • Formative review annually. 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal(s) set by educator with evaluator input • Formative review annually
	DEVELOPING	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan 	ONE YEAR DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal determined by evaluator • Goals focused on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at midpoint • Summative at end of plan 	
	INEFFECTIVE	LOW	EXPECTED	HIGH
		STUDENT GROWTH RATING		

Corrective Action/Improvement Plan

A Corrective Action/Improvement Plan is to provide the teacher or other professional with additional assistance and supervision to help him/her to meet performance expectations as outlined in the district Certified Evaluation Plan. The Plan may be written at any time during the school year if the teacher or other professional demonstrates behaviors contrary to the representative duties/essential functions as outlined in the job description, and/or exhibits ineffective practices as outlined in the Kentucky Framework for Teaching and Other Professionals.

A Corrective Action/Improvement Plan will be developed by the evaluator and district representative to address specific deficiencies in the teacher or other professional's performance and/or behavior(s). Once a Corrective Action Plan has been implemented, there will be more specific assistance provided to improve performance and more frequent monitoring and review of progress by the evaluator and/or district representative.

The evaluator will show evidence of supports provided to the evaluatee by documenting minutes of all meetings regarding the Corrective Action/Improvement Plan. All Corrective Action/Improvement Plan review meeting minutes shall include:

- a list of all participants including at minimum one district representative
- signatures of all in attendance
- dates and times of review meetings
- deficiencies discussed
- goals addressing indicator(s) and/or representative duties/essential functions identified as areas of improvement
- activities/strategies to facilitate goal attainment
- date of next review

When the deficiency has been corrected, the evaluatee will move back into the Professional Growth Plan Cycle. If there is no improvement with the Corrective Action/Improvement Plan, the district may choose to terminate the employment of the teacher or other professional.

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



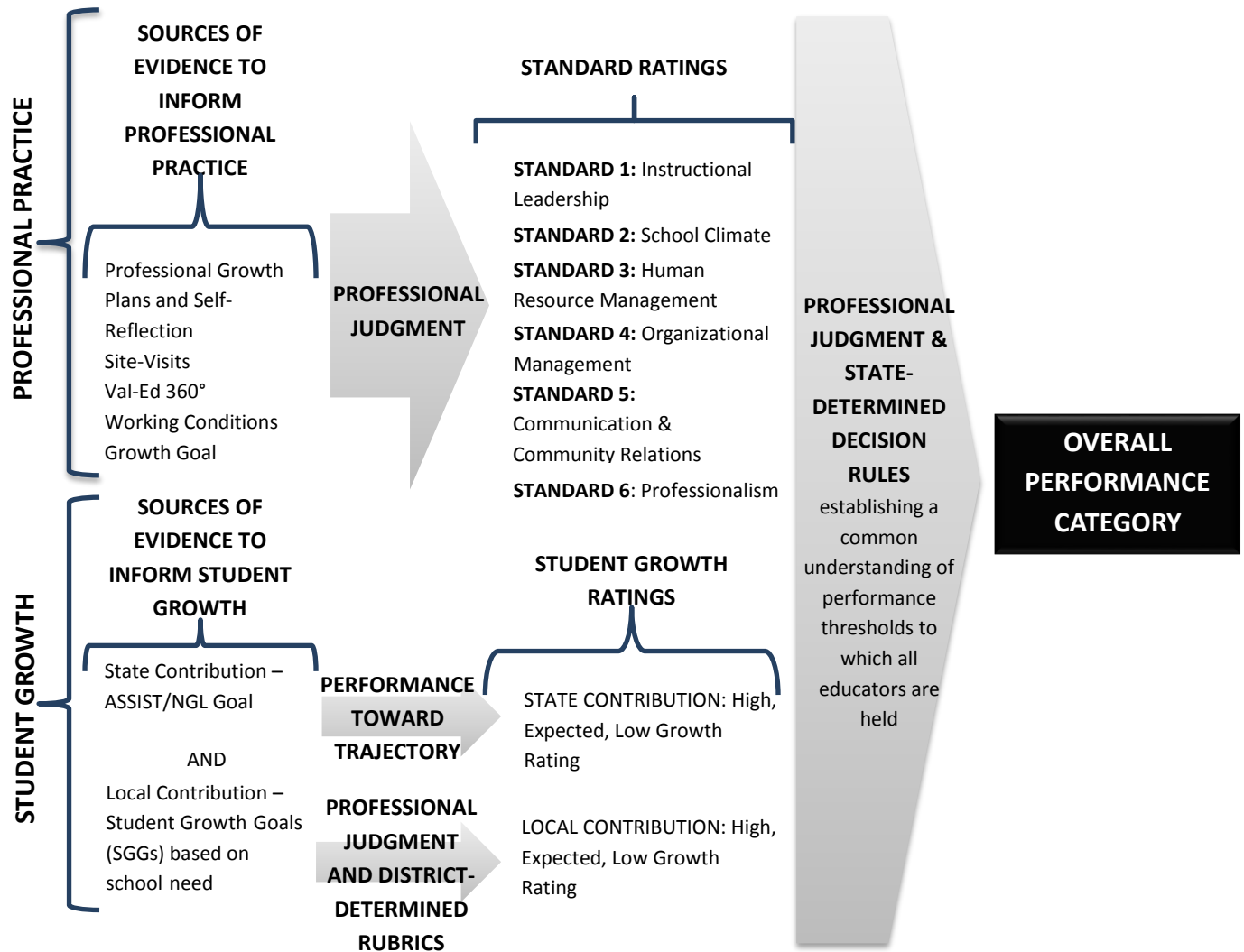
SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism	
		Standards	<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
SOURCES OF EVIDENCE To Inform Professional Practice	Site Visits	Observation; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)			
	Professional Growth	Professional Growth Planning and Self Reflection						
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism	
	Working Conditions Goal	TELL Kentucky & Other District Identified Feedback						
		Time; Professional Development; Instructional Practices & Support; School Leadership	Time; Managing Student Conduct	Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	Facilities & Resources; Teacher Leadership; School Leadership	Community Support & Involvement	Time; PD; Instructional Practices & Support; Facilities & Resources; Teacher Leadership; New Teacher Support	
Val-Ed360 Survey	Superintendent & Teacher Feedback							
	High Standards for Student Learning; Rigorous Curriculum; Quality Instruction	Culture of Learning & Professional Behavior	Quality Instruction; Performance Accountability	Quality Instruction	Culture of Learning & Professional Behavior; Connections to External Communities	Culture of Learning & Professional Behavior		

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 and assistant principals

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

Required:

- ◆ All principals will participate in self-reflection and professional growth planning each year.
- ◆ All assistant principals will participate in self-reflection and professional growth planning each year.
- ◆ All principals and assistant principals will document self-reflection and PGP in the state-approved technology platform.

Principal/Assistant Principal PGP Timeline

By August 1	Superintendent or designee will review expectations of PPGES
By September 30	Principal/Assistant Principal collaboratively develop Working Condition Goal and Professional Growth Goal/Plan
Within 10 working days of public release of state assessment data	State Contribution Student Growth Goal Local Contribution Student Growth Goal
By December 15	Superintendent or designee will conduct first Site Visit and conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed
By April 15	Superintendent or designee will conduct second Site Visit
By June 1	Completion of TELL KY or Val-ED Survey
By June 15	Superintendent or designee will conference with principal/assistant principal to review all goals, modify any strategies, and communicate rating for Professional Practice.

***Additional conferences and/or site visits may be held as deemed necessary to monitor PGP progress**

***All dates are tentative based on the adjustment of the school calendar**

***Principal/Assistant Principals hired October 1 to March 1 will have 30 calendar days from hire to develop a Professional Growth Goal/Plan based on self-reflection and conference with superintendent/designee. They will assume previously developed Working Conditions Goal and Student Growth Goals.**

***At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.**

Principal Site-Visits

Completed by supervisor of principal

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.**
- ◆ **Evidences from site visit may be recorded using either the state-approved technology platform or a district approved form/document.**

Assistant Principal Site-Visit

Completed by principal

Required:

- ◆ **Conducted at least once per year**
- ◆ **Completed by April 15 annually**

Principal Site-Visit Conferencing

Site visits will be conducted twice annually after the completion of the PGP. The first site visit will take place prior to December 15. The second site visit will take place prior to April 15. During the follow-up conference with the principal, the superintendent or designee will review all Principal Performance Standards and give feedback using the site visit form about each standard within the state-approved technology platform.

Assistant Principal Site-Visit Conferencing

Site Conferencing with assistant principals should occur by April 15 and be documented within the state-approved technology platform. Conferencing should address standards, growth goals, and provide feedback for professional growth planning.

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.**
- ◆ **Val-Ed 360 will be used as a formative piece of evidence that will provide data for the administration to use in self-reflection, goal setting, and monitoring improvement/declines.**

Val-Ed 360

Val-Ed Point of Contact	The Val-Ed Point of Contact will be a district instructional supervisor. Each school will select a Val-Ed Point of Contact to assist with the Val-Ed process.
Val-Ed Role Groups	<p>District Administrator – oversee and monitor the implementation of the Val-Ed 360 process.</p> <p>School Val-Ed Coordinator – serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes.</p> <p>Superintendent or Designee – receives access code to be able to monitor the survey process and reports.</p> <p>Supervisors – district may elect up to two district staff to complete survey for an individual principal. This will include the primary supervisor who makes final decision regarding employment and recommendations for growth.</p> <p>Principals – completes a survey specifically designed for principals and has access to information contained within final report.</p> <p>Certified Teachers – teachers assigned to a specific school that complete the online survey designed specifically for teacher input.</p>
Frequency of Val-Ed	Once every other year alternating with TELL KY Survey
Timeline	By June 1
Use of Val-Ed 360 Results	The Val-Ed 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan
Val-Ed 360 Access	Val-Ed survey results will be treated as confidential and only the principal, immediate supervisor, and district Val-Ed Point of Contact will receive the survey results

***Principals hired before March 1 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.**
- ◆ **Progress of working condition goal may be addressed in each site visit conference. Principal should be prepared with formative data to show how he/she is progressing toward goal attainment.**
- ◆ **Working Conditions Goal will be documented in the state-approved technology platform.**

Working Condition Goal(s)

Number of Working Condition Goals	Working Condition Goal(s)
1	<p>Principals are responsible for setting one (1) 2- year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template. The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none"> 1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results. 2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. 3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years. 4. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary. 5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal. 6. Ongoing reflection and modification of the strategies shall occur when needed.

<p style="text-align: center;">Working Condition Goals Rubric</p> <p>Example: A principal has identified a WCG area and has set a goal of increase from 21% to 50% agreement on the identified question(s). The rubric with a built in range of + or - 10% would be:</p> <p>Exemplary: Above 55% Agreement</p> <p>Accomplished: 45-55% Agreement</p> <p>Developing: 22-44% Agreement</p> <p>Ineffective: 21% or below Agreement</p>	<p>The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale.</p> <p>Exemplary: Above Accomplished Goal</p> <p>Accomplished: +/- 10% of goal</p> <p>Developing: baseline set for the goal</p> <p>Ineffective: below the baseline</p>
<p style="text-align: center;">Mid-Year Review</p>	<p>During mid-year review, principals can choose for one of the following:</p> <ul style="list-style-type: none"> • Engage staff in informal conversations that provide feedback on the progress of meeting the WCG. –OR– • Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.

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. Principals/assistant principals may include items from the following list:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules, web pages, and school/district plans
- Student performance data
- Other sources of evidence

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.**

The State Contribution is derived from Growth Goals developed around one of the interim targets housed in ASSIST. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals and objectives; for all four levels—elementary, middle, and high schools—those goals/objectives are:

- Decreasing achievement gaps between disaggregated groups of students
- Increasing the average combined reading and math K-PREP scores Middle and High Schools
- Increasing the percentage of College and Career Ready students
- Increasing the average percentage of freshman graduation
- Principals will find these goals and objectives in their School Report Card
- Connected to other school/district initiatives as appropriate

They will select one (1) of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory.

The principal will then collaborate with the superintendent or designee to determine what percentage of the overall trajectory will be targeted for student growth during the current school year.

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage.

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.**

Each principal will be required to develop one (1) Local Growth Goal. The Local Growth Goal Process includes:

- ◆ Determining Needs (Based on Data)
- ◆ Creating specific growth goals based on baseline data
- ◆ Creating and implementing leadership and management strategies
- ◆ Monitoring progress through on-going data collection
- ◆ Determining goal attainment

Rubrics for Determining High, Expected, and Low Growth with State and Local SGG

For each Student Growth Goal, the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops decision rules and/or rubrics to measure high, expected and low growth on each specific goal. Both growth goals will define Expected Growth at + or -10% and establish acceptable range for student growth across the district.

High Growth: Final assessment would indicate student performance that exceeds established growth target by 10% from the baseline assessment.

Expected Growth: Final assessment would indicate student performance that is within +/-10% of established growth target from the baseline assessment.

Low Growth: Final assessment would indicate student performance that is less than 10% of the established growth target from the baseline assessment.

High	Growth that exceeds established goal by 10%
Expected	Growth range of +/- 10% of established goal
Low	Growth less than 10% of established goal

* Final assessment measures will be based on predictive, cross-walked data available to administrators at time of State and Local SGG review by superintendent or designee. These predictive measures may include but are not limited to: MAP Projected Proficiency data; CERT year end data; or other summative assessment data.

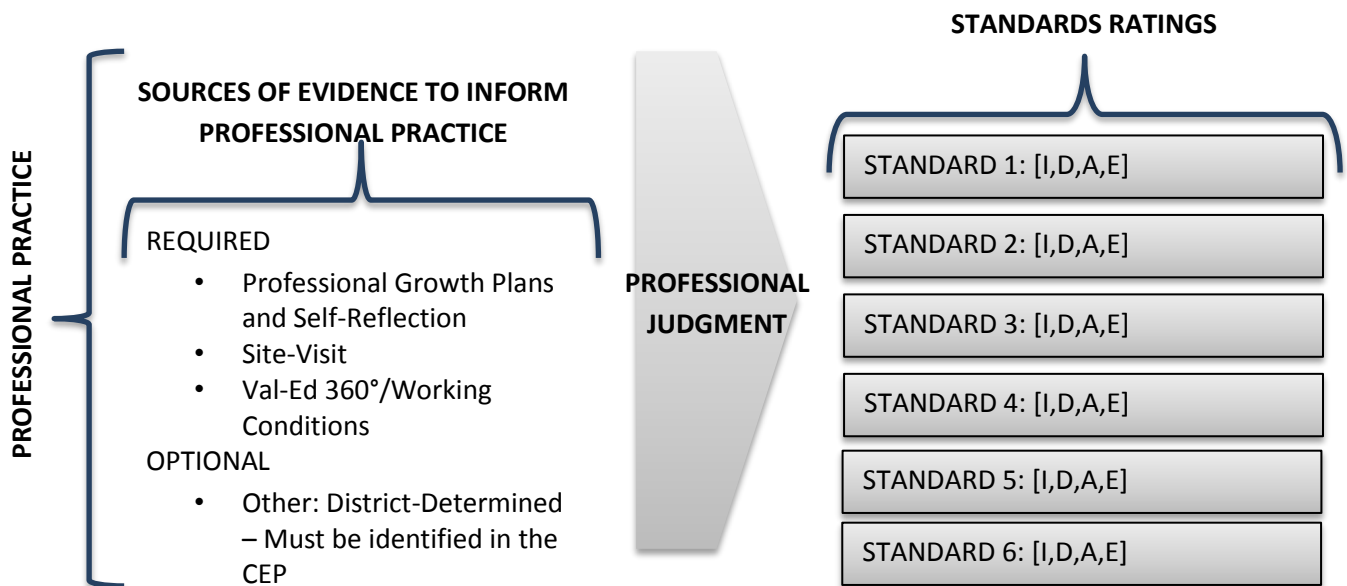
Determining the Overall Performance Category

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of their summative evaluation year. Principals are responsible for determining the Overall Performance Category for each assistant principal at the conclusion of their summative evaluation year. The Overall Performance Category is informed by the principal's/assistant 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.



Determining Professional Practice

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

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's/assistant 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:

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

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

Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

Required:

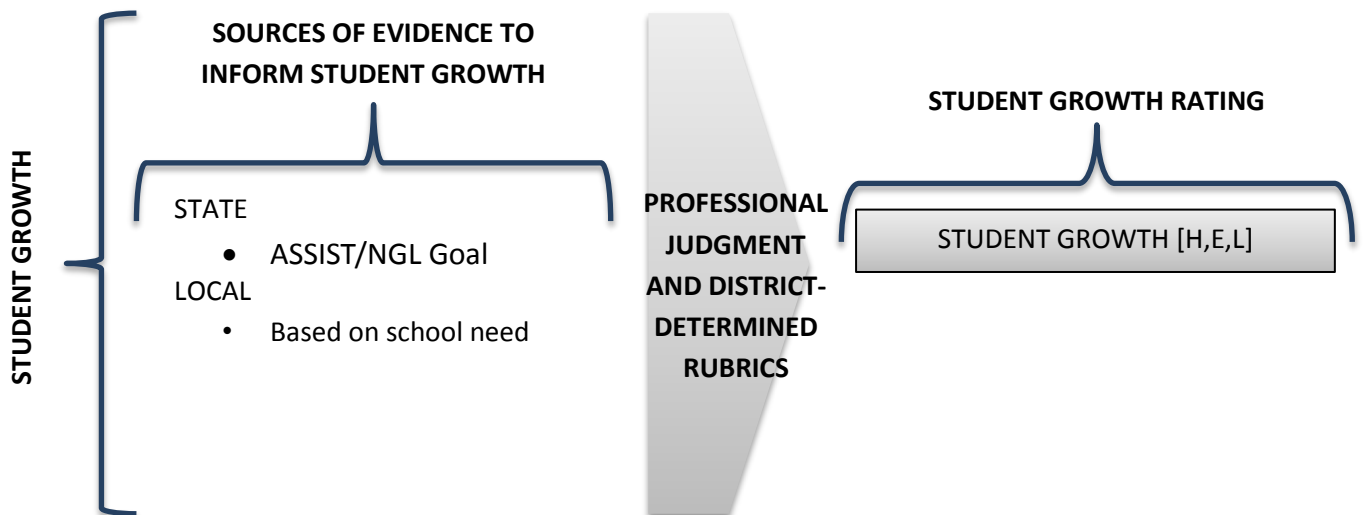
- ◆ **Determine the rating using both state and local growth.**
- ◆ **Determine the rating using multiple years of data up to 3 years (when available).**
- ◆ **Record ratings in the department-approved technology platform.**

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

- ◆ Low = 1
- ◆ Expected = 2
- ◆ High = 3

Determination of a single yearly combined goal rating will be a simple average of the two goals. When a principal has established three years of trend data for SGG, the principal will have a ranking based on an average of the three years scores. The total rankings will be averaged from the previous three years (if available) and applied to the following scale and recorded in the state-approved technology platform.

GROWTH RATING	AVERAGE SCORE
Low	1.00 – 1.49
Expected	1.50 – 2.49
High	2.50 - 3



Determining the Overall Performance Category

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's/assistant 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.**

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	Exemplary
	Low	Developing
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

Professional Growth Plan and Summative Cycle

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

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

Appeals

Required

- ◆ **Districts shall have an appeals process established.**

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Appeals/Hearings

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

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected for a three year term by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of the election year. The election shall be conducted by a district contact person using the following criteria:

- Open Nomination
- Secret Ballot
- One person/One vote
- All certified employees are given the opportunity to vote

The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.
3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent. At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:
 - ◆ If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
 - ◆ The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.

- ◆ If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
 - ◆ The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
 - ◆ If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:
 - ◆ Reading of the written appeal by the LEAP Chairperson.
 - ◆ Questioning of the evaluatee and/or evaluator by the panel.
 - ◆ Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
 - ◆ Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
 - ◆ Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.
 - ◆ Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, 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.

7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. 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.
9. 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.

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.

March 15, 2016
Draft 1

District Certified Professional Growth & Effectiveness System



District Certified Professional Growth and Effectiveness Plan

This manual will address the evaluation tool to be used by certified district personnel. This includes assistant superintendents, supervisors, directors, and coordinators.

Timeline

Hopkins County will follow the timelines for each source of evidence within the District Professional Growth & Effectiveness Plan as outlined in the Certified Evaluation Plan (CEP). The timeline is as follows:

By August 1: District staff will review evaluation expectations with the Superintendent or designee, the district's CEP, may complete the self-reflection, and use information to determine the areas to need to develop a Professional Growth Goal.

By September 30: Use district-level data to determine an area of focus and measures for student growth/impact, collect baseline data to determine student growth/impact needs. Develop or identify tools (rubrics, preexisting forms, etc.) needed to determine levels of student growth. District personnel may inherit one of the superintendent's growth/impact goals, focus on components that support the superintendent's goal, or create a student growth/impact goal that aligns with the responsibility of the role. Goals will be written and reviewed with the primary evaluator, revised and approved within the district determined timeline.

By December 1: Continue the self-reflection process, review strategies and monitor progress towards both the professional and student growth goals. Adjust practices, complete any remaining observation/site-visits if needed and identify evidences to support professional practices.

By April 15: A minimum of one observation/site-visit will be conducted by the primary evaluator within the district determined timeline. Pre-conferences will be conducted as needed to allow both the observee and the observer to discuss the "look-fors" or areas of focus that align for the specific role. Pre-conference can be conducted through email or a face-to-face meeting.

Post-conference will occur within 10 work days.

By June 15: The evaluator uses evidence from self-reflection, professional growth plans, observation(s)/site-visit(s), student growth/impact goals and professional judgment to determine the overall performance rating within the district determined timeline for the summative conference.

Identifying Standards

District personnel may choose standards that best fit each district role. Possible options:

- Superintendent Standards
- Principal Standards

District personnel will use the identified standards to complete the self-reflection/PGP processes (much like the principal process) as well as guide discussions around the observation/site-visit.

A Crosswalk of the Superintendent and Principal Standards is included in appendix A of this document as a resource. Standards may be selected from either or both set of standards. Some general categories to consider are: instructional improvement, assessment and accountability, professional learning, and leadership. Ensure the standards align with responsibilities of the position.

SOURCES OF EVIDENCE

Self-Reflection and Professional Growth Plan

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When educators collect evidence, align it to their standards, then use that evidence and data to study what worked, what did not work, and what types of changes might lead to success, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. This process will look much like the principal self-reflection. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth goal. The attainment of this goal is facilitated through the development of a Professional Growth Plan (PGP) that either develops or enhances professional practices and leadership skills.

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. For example, it may be necessary that professional learning is required to meet the needs of the district to reach a student growth goal. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact

delivery goals of the district. Research shows for professional growth to be effective, it should be a deliberate process that occurs within the context of a professional's daily activities and connects back to student learning (Marzano, 2003).

The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. collaborates with the supervisor to develop a PGP and identify action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on professional practice and the student growth goal
5. shows evidence of modification of the plan as appropriate
6. continues implementation and reflection

The district employee should meet with the primary evaluator to develop and receive feedback on the PGP.

Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Goals will be documented using district determined forms or methods.

Observation/Site Visit

The observation/site visit process is one source of evidence that provides *documentation and feedback* to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection.

District personnel observation may look more like a site-visit. The observer may visit district personnel when they are with teachers, during ‘office’ or ‘planning’ hours, or leading team meetings. The evaluator may conduct the observation using questions similar to those used in the Principal’s Site-Visit.

The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee’s field, the identified standards and the professional practices to meet the responsibilities.

The observation cycle and schedule is determined by the district as well as the expectations and timelines for pre and post-conferences.

Although pre-conferences are not required, it allows the observer to prepare for the Observation/Site Visit by reviewing “observation guidance” documents (standards, job responsibilities, etc.) that provide a summary of what to expect during the site visits. It also allows for discussion of “look-fors” in the standards, identified areas of improvement in a Professional Growth Goal, or other areas in which the employee desires to demonstrate growth.

Peer Observation - Optional

It is an *optional* district decision to include peer observation in DCPGES. Peer observation is a formative and collaborative process that provides *supportive and constructive feedback* that may impact practice. The underlying rationale of peer observations/site-visit are to encourage continuous professional growth through collaborative reflection.

When peer observation is integrated into the design of DCPGES, the superintendent or designee will determine who qualifies to serve as a peer observer. Only professional feedback is given; no score is recorded by the peer observer. Information from the observation is only seen by the observee; no reports are sent to the evaluator.

Student Growth Goals

The language used in the district's Certified Evaluation Plan must allow for the diversity of all district certified roles when creating the student growth process. The district should identify a process for writing, monitoring and determining student growth goals in the CEP. As a recommendation, language should be general to allow for the diversity of all district certified roles. The student growth goal should:

- align with the role responsibilities
- be based on district need
- identify appropriate measures and expectations for growth

District personnel have options to consider when identifying areas for growth. District personnel may:

- inherit one of the superintendent's growth goals
- focus on components that support the superintendent's goal
- use state data specific to the role and identify an area of needed growth
- use local data specific to the role and identify an area of needed growth

When developing the student growth/impact goal, consider the possible practices and evidences that will be used to monitor progress.

Rubrics for Determining High, Expected, and Low Growth with Student Growth/Impact Goals:

For each Student Growth/Impact Goal, the district has developed a process for determining high, expected, and low growth. District personnel in collaboration with the Superintendent/designee develops decision rules and/or rubrics to measure high, expected and low growth on each specific goal. Growth/impact goals will define Expected Growth at + or -10% and establish acceptable range for student growth across the district.

High Growth: Final assessment would indicate performance that exceeds established growth target by 10% from the baseline assessment.

Expected Growth: Final assessment would indicate performance that is within +/-10% of established growth target from the baseline assessment.

Low Growth: Final assessment would indicate performance that is less than 10% of the established growth target from the baseline assessment.

High	Growth that exceeds established goal by 10%
Expected	Growth range of +/- 10% of established goal
Low	Growth less than 10% of established goal

Overall Performance Rating

The evaluator will use evidences from PGP, Self-Reflection, Observations/Site-Visits, Student Growth along with additional district approved evidences and professional judgment to determine an Overall Performance Rating for each district certified employee.

The following designations will be used in the summative conference to indicate the progress of a district employee toward the selected standards and their indicators and should be included in the CEP:

Exemplary:	Exceeds the standard
Accomplished:	Meets the standard
Developing:	Makes growth toward meeting the standard
Growth Required:	Area(s) required to be addressed in the PGP

Appendix A

Crosswalk: Superintendent and Principal Standards

The cross walk of the superintendent and principal standards and indicators aids in deciding which standards to use in evaluating the district certified employee based on his or her roles and responsibilities. Standards and indicators may be used from either or both as appropriate.

Superintendent Standards	Principal Performance Standards
<p>1. Strategic Leadership</p> <p>The Superintendent creates conditions that result in strategically reimagining the district’s vision, mission and goals to ensure that every student graduates from high school, is globally competitive in post-secondary education and the workforce, and is prepared for life in the 21st century. Create a community of inquiry that challenges the community to continually repurpose itself by building on the district’s core values and beliefs about the preferred future and then developing a vision.</p> <p><i>Creates a working relationship with the local board of education, clearly defining roles and mutual expectations, that results in a shared vision for the district which assists the schools in preparing students to enter the changing world of the 21st century (Vision-Relationships)</i></p> <p><i>Models and reinforces the culture and vision of the district by having open discussion sessions with teachers, school executives, staff, board members, and other stakeholders regarding the strategic direction of the district and encouraging their feedback on how to better attain the district’s vision, mission and goals (Vision-Monitor)</i></p> <p><i>Creates processes to ensure the district’s identity (vision, mission, values, beliefs and goals) actually drives decisions and reflects the culture of the district (Strategic Planning-Implementation)</i></p> <p><i>Facilitates the collaborative development and implementation of a district strategic plan or district</i></p>	<p>Performance Standard 6: Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p> <p><i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i></p> <p><i>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i></p> <p><i>6.9 Assumes responsibility for personal professional growth through accurate self-reflection on professional practice, and engages in continuous learning.</i></p> <p><i>6.10 Contributes and supports the development of the profession through service as an instructor, mentor, coach, presenter, and/or researcher.</i></p> <p><i>6.11 Remains current with research related to educational issues, trends, and practices and maintains a high level of technical and professional knowledge.</i></p>

<p><i>improvement plan, aligned to the mission and goals set by the Kentucky Board of Education and local priorities, using multiple sources of data (Strategic Planning (Monitoring/Evaluation)</i></p> <p><i>E. Determines financial priorities in concert with the local board of education based on the District Comprehensive Improvement Plan (Strategic Planning -Resourcing) F. Facilitates the implementation of federal, state, and local education policies (Policies)</i></p> <p><i>G. Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. (Strategic Planning -Goals)</i></p>	
<p>2. Instructional Leadership</p> <p>The superintendent supports and builds a system committed to shared values and beliefs focused on teaching and learning where performance gaps are systematically eliminated over time and every student graduates from high school college- and career-ready.</p> <p><i>Leads the District’s philosophy of education-setting specific achievement targets for schools and students of all ability levels and monitors progress toward those targets (Learning/Teaching Focus: High Expectations)</i></p> <p><i>Models and applies learning for staff and students (Professional Learning)</i></p> <p><i>Communicates high expectations for student achievement by establishing and sustaining a system that operates as a collaborative learning organization through structures that support improved instruction and student learning on all levels (High Expectations)</i></p> <p><i>Facilitates the establishment of high, academic goals for all, ensures effective monitoring protocols, and models the expectation that instructional leaders respond frequently and strategically to progress data. Strategic Planning (Goals)</i></p>	<p>Performance Standard 1: Instructional Leadership</p> <p>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</p> <p>1.1 <i>Leads the collaborative development and sustainment of a shared vision for educational improvement and works with staff, students, parents, school councils and other stakeholders to develop a mission and programs consistent with the school and district improvement plan.</i></p> <p>1.2 <i>Collaboratively plans, implements, supports, monitors, and evaluates instructional programs that enhance teaching and student academic progress, and lead to continuous school improvement.</i></p> <p>1.3 <i>Analyzes current academic achievement data and instructional strategies to make appropriate educational decisions to improve classroom instruction, increase student achievement, and improve overall school effectiveness.</i></p> <p>1.4 <i>Demonstrates knowledge of research-based instructional best practices</i></p> <p>1.5 <i>Works collaboratively with staff to identify student needs and to design, revise, and</i></p>

<p><i>Demonstrates awareness of all aspects of instructional programs (Learning/High Expectations)</i></p> <p><i>Is a driving force behind major initiatives that help students acquire 21st century skills including the application of instructional technology (Strategic Planning-Implementation)</i></p>	<p><i>monitor instruction to ensure effective delivery of the required curriculum.</i></p> <p><i>1.6 Supports teachers to access resources (e.g., time, fiscal, human) for the successful implementation of effective instructional strategies.</i></p> <p><i>1.7 Monitors and evaluates the use of assessment of and for learning (e.g., diagnostic, formative, summative assessments) to inform instructional practices and to provide timely and accurate feedback to students and parents.*</i></p> <p><i>1.8 Works with school council to design and implement effective and efficient schedules that protect and maximize instructional time.</i></p> <p><i>1.9 Provides the instructional focus and creates the culture for continuous learning of all members of the school community.</i></p> <p><i>1.10 Supports professional learning and instructional practices that incorporate the use of multiple sources of data and result in increased student growth.</i></p> <p><i>1.11 Participates, as appropriate, in professional learning alongside teachers when instructional strategies are being taught for future implementation.</i></p> <p><i>1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).</i></p> <p><i>1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.</i></p>
<p>3. Cultural Leadership</p> <p>The Superintendent understands and acts on the important role a system’s culture has in the exemplary performance of all schools. Understands the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district’s efforts to achieve individual and collective goals. While supporting and valuing the history, traditions and norms of the district and community, the superintendent must be able to improve the district culture, if needed, to align</p>	<p>Performance Standard 6: Professionalism</p> <p>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</p> <p><i>6.1 Creates a culture of respect, understanding, sensitivity, and appreciation for students, staff, and other stakeholders, and models these attributes on a daily basis.</i></p>

<p>the work of adults with the district’s goals of improving student learning and infusing the work with passion, meaning and purpose.</p> <p><i>Communicates strong ideals and beliefs about teaching and learning with all stakeholders and operates from those beliefs (Stakeholder/Community Involvement)</i></p> <p><i>Builds community understanding of what is necessary for all students to graduate college and career ready and to be successful in the globally competitive 21st century (Stakeholder/Community Involvement)</i></p> <p><i>Creates a unified school system (not a system of individual schools) with shared vision and equitable practices (Vision/Beliefs)</i></p> <p><i>Builds trust and promotes a sense of well-being between all stakeholders (Stakeholder/Community Involvement)</i></p> <p><i>Routinely celebrates and acknowledges district successes as well as areas needing growth (Celebrate/Acknowledge)</i></p> <p><i>Supports and engages in the positive cultural traditions of the community (Stakeholder/Community Involvement)</i></p> <p><i>Creates opportunities for staff involvement in the community and community involvement in the schools (Stakeholder/Community Involvement)</i></p> <p><i>Creates an environment that values and promotes diversity (Diversity)</i></p>	<p><i>6.7 Provides leadership in the exchange of ideas and information with staff and other professionals.</i></p> <p><i>6.8 Works in a collegial and collaborative manner with other administrators, school personnel, and other stakeholders to communicate, promote, and support the shared vision, mission, and goals of the school district.</i></p> <p>Performance Standard 2: School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p><i>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i></p> <p><i>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i></p> <p><i>2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</i></p> <p><i>2.4 Promotes a culture of collaboration, trust and shared leadership.</i></p> <p><i>2.5 Supports the staff through continuous improvement efforts.</i></p>
--	--

<p>4. Human Resource Leadership</p> <p>The superintendent ensures the district is a professional learning community with process and systems in place that result in recruitment, induction, support, evaluation, development and retention of a high-performing, diverse staff. The superintendent uses distributed leadership to support learning and teaching, plans professional development, and engages in district leadership succession planning.</p> <p><i>A. Ensures that necessary resources, including time and personnel, are allocated to achieve the district’s goals for achievement and instruction (Resourcing)</i></p>	<p>Performance Standard 3: Human Resources Management</p> <p>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</p> <p>3.1 <i>Actively participates in an effective and efficient selection process in consultation with the school council.</i></p> <p>3.2 <i>Assigns highly-effective staff in a fair and equitable manner based on student and school</i></p>
--	--

<p><i>Creates and monitors processes for educators to assume leadership and decision- making roles (Staffing)</i></p> <p><i>Ensures processes for hiring, inducting and mentoring new teachers new school executives, and other staff that result in the recruitment and retention of highly qualified and diverse personnel develops appropriate succession plans for key district roles, and places staff in strategically effective positions (HR functions)</i></p> <p><i>Uses data to create and maintain a positive work environment (Culture/Environment)</i></p> <p><i>Provides for results-oriented professional growth and development that is aligned with identified 21st century curricular, instructional, and assessment needs, is connected to district improvement goals, and is differentiated based on staff needs (Professional Learning)</i></p> <p><i>Ensures that all staff is evaluated in a fair and equitable manner and that the results of evaluations are used to improve performance; holds high standards for performance and takes necessary personnel actions to ensure effective school operations (Evaluation)</i></p>	<p><i>needs, assessment data, and local and state requirements.</i></p> <p>3.3 <i>Supports formal building-level employee induction processes and informal procedures to support and assist all new personnel.</i></p> <p>3.4 <i>Provides a mentoring process for all new and targeted instructional personnel.</i></p> <p>3.5 <i>Manages the supervision and evaluation of staff in accordance with local and state requirements.</i></p> <p>3.6 <i>Properly implements the teacher and staff effectiveness systems, supports the important role evaluation plays in teacher and staff learning, and evaluates performance of personnel using multiple data sources.</i></p> <p>3.7 <i>Documents evidence of teacher effectiveness, provides timely, on-going formal and informal feedback on strengths and areas of growth, and provides support, access to resources, and professional learning opportunities for teachers and staff to improve job effectiveness.</i></p> <p>3.8 <i>Makes appropriate recommendations relative to personnel transfer, retention, promotion, and dismissal consistent with established policies and procedures and with student academic growth as a significant consideration.</i></p> <p>3.9 <i>Recognizes and supports highly effective teachers and staff and cultivates their leadership potential.</i></p> <p>3.10 <i>Maximizes human resources by building on the strengths of teachers and staff members through the collaborative development and implementation of the professional growth plan that aligns with the school and/or district plan.</i></p>
---	--

<p>5. Managerial Leadership</p> <p>The superintendent ensures that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decision about resources so as to meet the 21st century needs of the district.</p> <p><i>A. Prepares and oversees a budget that aligns resources with district vision and needs (Finance)</i></p>	<p>Performance Standard 4: Organizational Management</p> <p>The principal fosters the success of all students by supporting, managing, and overseeing the school’s organization, operation, and use of resources.</p> <p><i>4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.</i></p> <p><i>4.2 Establishes, in collaboration with the school council, and enforces policies and</i></p>
--	---

<p><i>Identifies and plans for facility and technology needs (Capital Planning)</i></p> <p><i>Continually assesses programs and resource allocation (Resourcing)</i></p> <p><i>Develops and enforces clear expectations for efficient operation of the district including the efficient use of technology (Effectiveness and Efficiency)</i></p> <p><i>Builds consensus and resolves conflicts effectively (Conflict Resolution)</i></p> <p><i>Assures an effective system of districtwide communication (Communication)</i></p> <p><i>Continually assesses the system in place that ensures the safety of students and staff (Safety and security)</i></p> <p><i>Works with local and state agencies to develop and implement emergency plans (Safety and security)</i></p>	<p><i>procedures to ensure a safe, secure, efficient, and orderly facility and grounds.</i></p> <p><i>4.3 Monitors and provides efficient supervision for all physical plant and related activities through an appropriate process.</i></p> <p><i>4.4 Identifies potential organizational, operational, or resource-related problems and addresses them in a timely, consistent, and effective manner.</i></p> <p><i>4.5 Reviews fiscal records regularly to ensure accountability for all funds.</i></p> <p><i>4.6 In collaboration with the school council, plans and prepares a fiscally responsible budget to support the school’s mission and both long- and short-term goals through effective resource allocation.</i></p> <p><i>4.7 Follows state and local policies with regard to finances, school accountability, and reporting.</i></p> <p><i>4.8 Implements strategies for the inclusion of staff and stakeholders in various planning processes, shares in management decisions, and delegates duties as applicable, resulting in an effective and efficient workplace.</i></p>
--	---

6. Collaborative Leadership

The superintendent, in concert with the local board of education, designs structures and processes that result in broad community engagement with support for and ownership of the district vision. Acknowledging that strong schools build strong communities, the superintendent proactively creates, with school and district staff, opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and goodwill.

Develops collaborative partnerships with the greater community to support the 21st century learning priorities of the school district and its schools (Vision and high expectations)

Ensures systems that engage the local board and all community stakeholders in a shared responsibility for achieving district goals for students and school success (Stakeholder/Community Involvement)

Implements proactive partnerships with community colleges, universities, professional organizations, educational cooperatives, and/or other key professional development organizations to provide effective professional learning opportunities (Professional Learning/Stakeholder Involvement)

Implements proactive partnerships that remove barriers thus ensuring all students have access to college and career courses in high school (Stakeholder Involvement)

Performance Standard 5: Communication and Community Relations

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

5.1 Plans for and solicits staff, parent, and stakeholder input to promote effective decision-making and communication when appropriate.

5.2 Communicates the mission and shared vision, long-and short-term goals, and the school improvement plan to all stakeholders.

5.3 Disseminates information to staff, parents, and other stakeholders in a timely manner through multiple channels and sources.

5.4 Involves students, parents, staff and other stakeholders in a collaborative effort to establish positive relationships.

5.5 Maintains visibility and accessibility to students, parents, staff, and other stakeholders.

5.6 Speaks and writes in an explicit and professional manner to students, parents, staff, and other stakeholders.

5.7 Provides a variety of opportunities for parent and family involvement in school activities.

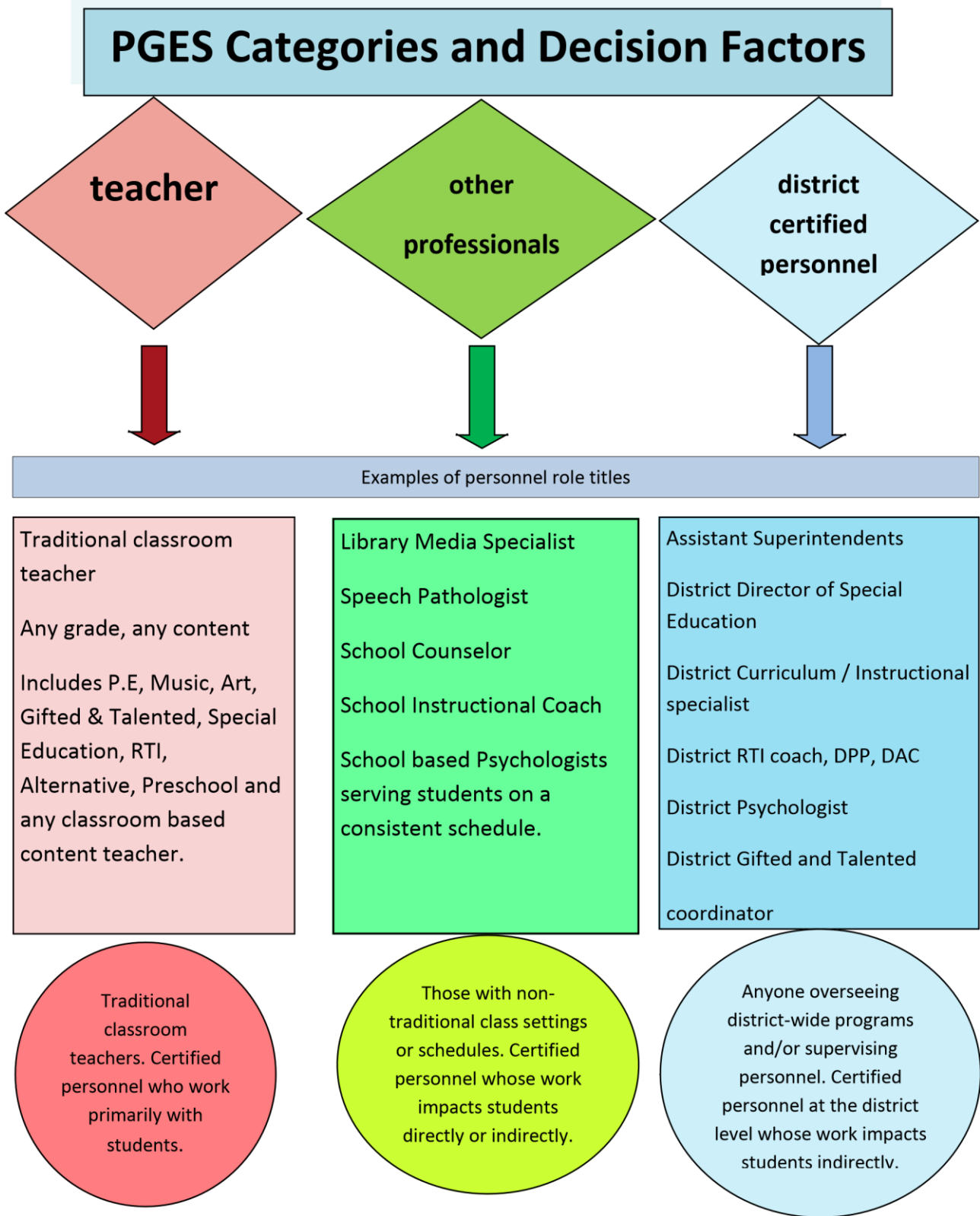
5.8 Collaborates and networks with colleagues and stakeholders to effectively utilize the resources and expertise available in the local community.

5.9 Advocates for students and acts to influence local, district, and state decisions affecting student learning.

5.10 Assesses, plans for, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling based on relevant evidence.

<p>7. Influential Leadership</p> <p>The superintendent promotes the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, the superintendent works with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.</p> <p><i>Understands the political systems involving the district (Political Context)</i></p> <p><i>Defines, understands, and communicates the impact on proposed legislation (Legal/Ethical)</i></p> <p><i>Applies laws, policies and procedures fairly, wisely, and considerately (Legal)</i></p> <p><i>Utilizes legal systems to protect the rights of students and staff and to improve learning opportunities (Legal)</i></p> <p><i>Accesses local, state and national political systems to provide input on critical educational issues (Political Context; Stakeholder/ Community Involvement)</i></p>	<p>Performance Standard 2: School Climate</p> <p>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</p> <p><i>2.1 Incorporates knowledge of the social, cultural, leadership, and political dynamics of the school community to cultivate a positive academic learning environment.</i></p> <p><i>2.2 Consistently models and collaboratively promotes high expectations, mutual respect, concern, and empathy for students, staff, parents, and community.</i></p> <p><i>2.3 Uses shared decision-making and collaboration to build relationships with all stakeholders and maintain positive school morale.</i></p> <p><i>2.4 Promotes a culture of collaboration, trust and shared leadership.</i></p> <p><i>2.5 Supports the staff through continuous improvement efforts.</i></p>
---	--

Appendix B



Appendix C - Forms

**DCPGES
Summative Evaluation Performance Rating**

Name/Date:

Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

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

(I = Ineffective; D = Developing; A = Accomplished; E=Exemplary)

Standard	Evaluator Rating				Strengths and areas for growth
1. Instructional Leadership <i>The director/coordinator 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 district improvement.</i>	I	D	A	E	
2. School/District Climate <i>The director/coordinator fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	I	D	A	E	
3. Human Resource Management <i>The director/coordinator fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	I	D	A	E	
4. Organizational Management <i>The director/coordinator fosters the success of all students by supporting, managing, and overseeing the district's organization, operation, and use of resources.</i>	I	D	A	E	
5. Communication and Community Relationship <i>The director/coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
6. Professionalism <i>The director/coordinator fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>	I	D	A	E	

Overall Performance Rating: _____

Comments:

"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.)

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

District
Professional
Growth &
Effectiveness
Plan

Year:

2016-2017



5.0

DIRECTOR/COORDINATOR
SITE VISIT FORM

Performance Standard 1. Instructional Leadership

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

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

The Director/Coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Performance Standard 2: School Climate

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

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

The Director/Coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator’s Feedback:

Performance Standard 3: Human Resources Management

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

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

The Director/Coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator’s Feedback:

Performance Standard 4: Organizational Management

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

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

The Director/Coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator's Feedback:

Performance Standard 5: Communication and Community Relations

The Director/Coordinator fosters the success of all students by communicating and collaborating effectively with stakeholders.

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

The Director/Coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator’s Feedback:

Performance Standard 6: Professionalism

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

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

The Director/Coordinator:

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

Suggested Guiding Questions/Prompts:

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

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

Evaluator’s Feedback: