Hopkins County Schools
Every Child • Every Effort • Every Day

District Growth and Effectiveness Plan

2014

District Professional Growth and Effectiveness Plan

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

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Street Address	City, State	Zip Code

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Superintendent	

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

50/50 Professional Growth and Effectiveness Plan Development Committee

Tommy Burrough	Administrator	Hopkins County Central High School
Stuart Fitch	Administrator	South Hopkins Middle School
Charles Gant	Administrator	West Broadway Elementary
Jon Wells	Administrator	Hanson Elementary
April Willett	Administrator	West Hopkins School
Jason Clark	Administrator	Central Office
Jennifer Luttrell	Administrator	Central Office
Tonia Griffey	Administrator	Central Office
Shari Winstead	Administrator	Central Office
Amy Belcher	Teacher	James Madison Middle School
Beverly Britt	Teacher	Hopkins County Day Treatment
Stacey Burns	Teacher	Pride Elementary
Kathy Carver	Teacher	Madisonville North Hopkins
Jennie Coyle	Teacher	Browning Springs Middle School
Lisa Rodgers	Teacher	Southside Elementary
Amy Smith	Teacher	Earlington Elementary
Barbara Stoltz	Teacher	Grapevine Elementary
Ashlee Zimmer	Teacher	Jesse Stuart Elementary

Assurances

The Hopkins County School District hereby assures the Commissioner of Education the following:

The 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 withal certified personnel annually within one month 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 an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP 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.

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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 _____.

_____   _____
Signature of District Superintendent   Date
_____   _____
Signature of Chairperson, Board of Education   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 implementing a dual system of professional growth and effectiveness for the 2014-2015 school year. The District Professional Growth and Effectiveness Plan 2014 found within this document will be utilized for certified teachers, principals, and assistant principals. A new intern teacher will not be evaluated using the PGES system for the 2014-2015 school year. New intern teachers will only be required to complete KTIP. Certified teacher ending the 2013-2014 school year on a Corrective Action Plan or Corrective Action Team will continue to follow the evaluation standards and procedures currently in place.

OTHER PROFESSIONALS GROWTH AND EFFECTIVENESS SYSTEM
The current evaluation standards and procedures will be utilized to evaluate "others" (speech language pathologists, counselors, school psychologists, library media specialists, curriculum coordinators, and central office administrators) until Other Professionals Growth and Effectiveness System (OPGES) is fully implemented in Kentucky. OPGES will be piloted in Kentucky during the 2014-2015 school year.

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

Roles and Definitions

1. **Administrator:** means an administrator 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
2. **Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evidence:** documents or demonstrations that indicate proof of a particular descriptor
5. **Evaluatee:** district/school personnel that is being evaluated.
6. **Local Contribution:** a rating based on the degree to which a teacher meets the growth goal for a set of students over an identified interval of instruction (i.e., trimester, semester, year-long) as indicated in the teacher's Student Growth Goal (SGG).
7. **Observation:** documentation and feedback on a teacher's professional practices and observable behaviors.
8. **Peer Observer:** observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice**.**
9. **Professional Growth**: increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
10. **Professional Growth Goal**: measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
11. **Professional Growth Plan:** an individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
12. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
13. **SMART Goal Criteria:** acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Realistic, Time-bound)
14. **State Contribution:** a rating based on each student's rate of change compared to other students within a similar test score history ("academic peers") expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.
15. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.

16. **Student Growth Goal:** a measurable long-term goal informed by available data that a teacher sets at the beginning of an instructional course for groups of students that allows teachers and districts to analyze change in a student's knowledge and skills.
17. **Student Growth Goal Ratings:** ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
18. **Student Voice:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practice.

The Kentucky Framework for Teaching

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

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

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS) or other required state platforms.

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

SOURCES OF EVIDENCE To Inform Professional Practice

Source	Planning & Preparation	Classroom Environment / Instruction	Professional Responsibilities
Supervisor Observation	Evidence (pre and post conferences)	Observation	Evidence (pre and post conferences)
Student Voice		Kentucky Student Voice Survey	
Professional Growth	Professional Growth Planning and Self Reflection		
Self-Reflection			
Peer Observation		Observation	

Professional Practice

Professional Growth Planning and Self-Reflection

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

Reflective practices and professional growth planning are ongoing 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.

Required

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in CIITS or other state required platforms.

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 CIITS or other state required platforms	Collaborate with evaluatee & provide feedback on PGP
PGP Approval	By September 30th	Collaborate with evaluator for any needed revisions of PGP	Final approval of PGP in CIITS or other state required platforms
Ongoing Reflection & Data Collection	Throughout school year	Continuous reflection and data collection	Collaborate and support as needed
Final PGP Review	By May 15th	Provide supporting evidence for PGP	Review PGP evidence

Observation

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

Observation Model

Required

The observation model must fulfill the following minimum criteria:
- Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
- The required peer observation must occur in the final year of the cycle.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

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.

All non-tenured or tenured evaluatees selected by the evaluator will follow the Progressive Observation Model 3 & 1 listed below:

Non-tenured or Tenured evaluatees selected by evaluator:

Cycle Year	Observation Type	Observer	Observation Time
Summative NT or selected T	Mini	Evaluator	Minimum 20 minutes
Summative NT or selected T	Mini	Evaluator	Minimum 20 minutes
Summative NT or selected T	Mini	Peer Observer	Minimum 20 minutes
Summative NT or selected T	Full	Evaluator	Full Class period or lesson

Non-Tenured (NT)
Tenured (T)

In school year 2014-2015, a phase-in model will be utilized for tenured evaluatees. The evaluator shall determine the required components needed for each tenured evaluatee based upon cycle year requirements.

Tenured evaluatees:

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	Peer Observer	Minimum 20 minutes
	Full	Evaluator	Full class period or lesson

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

Observation Conferencing

Required

Observers will adhere to the following observation conferencing requirements
- Conduct pre- and post-observation conferences within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- The evaluator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and mini observations. Mini-observation post-conferences may be conducted through electronic, written, or personal correspondence while post-conferences will be completed in person for the full observation.

Components for Conferencing

Mini Observations:
Evaluatee shall make available lesson plans in CIITS, other required 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 CIITS, other required 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 CIITS or other required 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 non-tenured and tenured evaluatees. Summative conferences for non-tenured evaluatees must be completed by April 15. Summative conference for tenured evaluatees must be completed by May 15.

Observation Schedule

Required

- Observations may begin after the evaluation training takes place within the first month of employment.
- Timeline for when observations must be completed

Non-tenured or Tenured evaluatees selected by evaluator:

Cycle Year	Observation Type	Observer	Observation Timeline
Summative NT or selected T	Mini	Evaluator	By December 15th
Summative NT or selected T	Mini	Evaluator	By December 15th
Summative NT or selected T	Mini	Peer Observer	Prior to Full Observation by Evaluator
Summative NT or selected T	Full	Evaluator	By April 1st

Tenured evaluatees:

Cycle Year	Observation Type	Observer	Observation Timeline
Formative (T1) Year 1	Mini	Evaluator	Year 1
Formative (T2) Year 2	Mini	Evaluator	Year 2
Summative (T3) Year 3	Mini	Peer Observer	Year 3 prior to Dec. 15th
	Full	Evaluator	Year 3 prior to April 15th

Observer Certification

To ensure consistency of observations, evaluators must complete the Teachscape Proficiency Observation Training, 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 3 sections of the proficiency system:

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

Required

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

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

- Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:
  - o Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.
  - o In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the process described in the next section under "Initial Training & Certification" to ensure teachers have access to observations and feedback.

District Observer Certification Supports

Initial Training & Certification
District will provide evaluators registration for Teachscape 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 Teachscape certification. The superintendent or designee will assign an alternative Teachscape certified evaluator to work collaboratively to evaluate staff within building. The evaluator and alternative Teachscape 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 will complete a calibration process to be completed each year where certification is not required (see chart under *Observer Certification*). This calibration process will be completed in years two (2) and three (3) after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

Required
- Observer calibration during years 2 & 3 of the Observer Certification process based on the state approved technology platform and/or Teachscape.
- Re-certification after year 3.

The district will provide evaluators with calibration training during years 2 and 3 utilizing Teachscape materials or current state-approved technology platforms and provide EILA credit. Evaluators will receive recertification training during year 4 utilizing Teachscape materials or 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.

Peer Observation

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

Required

- All teachers will receive a minimum of one peer observation in their summative year.
- All Peer observers participating during the summative year observations will complete the state developed training once every three (3) year.
- All required peer observations must be documented in CIITS or other required state platforms to 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 according to The Progressive Model requirements
- Document completion of observation in CIITS or other required state 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 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

Student Voice

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

Required

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

Point-of-Contact
The superintendent or other Central Office Administrator shall identify a District Student Voice Survey Point-of-Contact annually.

Selection of Student Groups
District Student Voice 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.

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

Student Voice Survey Timeline
Student Voice Surveys will be administered and completed during state mandated two week period during the spring semester windows set by KDE.

Student Growth

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

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:
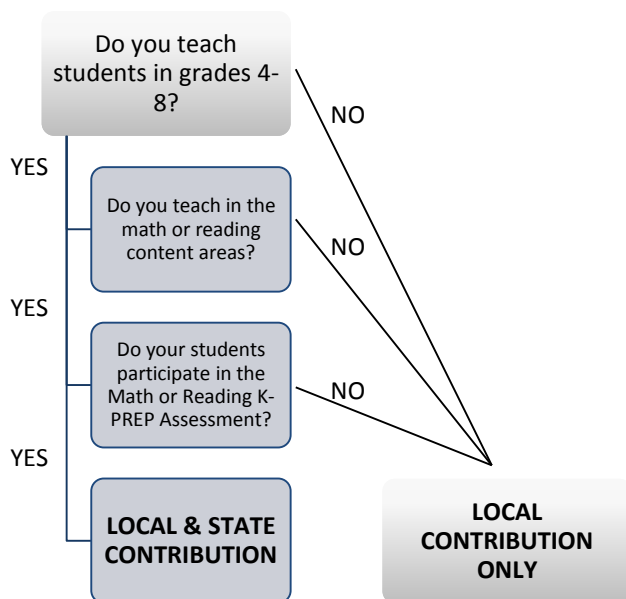
State Contribution – Student Growth Percentiles (SGP) – Applies to Math/ELA, Grade 4-8 teachers

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 median SGP for a teacher's class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

Local Contribution – Student Growth Goals (SGG) – Applies to all teachers

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

Student Growth Goal Criteria

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

Rigor and Comparability of Student Growth Goals

Rigor refers to congruency to the Kentucky Core Academic Standards.

Comparability indicates 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 or standards/enduring skills. Examples of similar classrooms might be 6th grade science classrooms, 3rd grade classrooms, English 1 classrooms, band, or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

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

Required

- All teachers will write one (1) student growth goal based on the criteria
- Use the protocol for ensuring rigor
- Use the 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. **The evaluator will consider a** Student Growth Goal

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 when developing a student growth goal to ensure rigor and comparability across schools and the district:

1. The teacher will determine needs based upon previous years' achievement 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

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 sources of evidence 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.

- o MAP – year's growth
- o Benchmark Assessments for Reading and Math
- o ODW Prompts for Science, Social Studies & Art using KDE Scoring Rubric & Released Items
- o PLAN/EXPLORE/ACT (Practice Tests) – EPAS Pre/Post
- o Pre/Post Skill Assessment developed through Study Island
- o Reading Fluency Assessments – DIBELS; Words per Minute through Cold Reads
- o Math Fluency Assessments – Computation Tests
- o Curriculum Based Measures
- o Constructed Response for Math – KDE Scoring Rubric & Released Items
- o KOSSA and Industry Certifications
- o ODW Writing Prompts using KDE Scoring Rubric & Released Items
- o Primary Developmental Writing Continuum
- o EOC Benchmark Test
- o 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

Supporting Formative Sources of Data:

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

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**
Does the SGG focus on a specific area of need based on an enduring skill or understanding/overarching goal?	Identifies an area of need pertaining to current students' abilities Includes growth and proficiency targets.	Identifies a specific area of need, but lacks supporting data for current students. Includes both a growth target **and** a proficiency target.	Is not focused on a specific area of need. Includes only a growth **or** a proficiency target
'MEASURABLE'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Is an appropriate measure selected to assess the goal? *Does your method of assessment measure your target enduring skill?* *Does the goal include proficiency and growth targets?*	Uses appropriate measures for baseline, mid-course, and end of year/course data collection. 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.	Uses measures that fail to clearly demonstrate performance for the identified enduring skill. Only allows students to demonstrate competency of part, but not all aspects of the enduring skill being assessed.	Uses no baseline data **or** uses irrelevant data. Does not assess the level of competency intended in the enduring skills.
'APPROPRIATE'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Appropriate/Attainable *Is the SGG rigorous, realistic, and standards based?* **Crucial for delineating enduring skill versus content based standards.*	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. Address critical content, enduring skill(s) which students are expected to master necessary for advancement to future coursework	Congruent to content, but not aligned to grade level enduring skills. Focuses on a standards-based skill that does not match enduring skill criteria • 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 *state standards*	Is not congruent or appropriate for grade level/content area standards
'RELIABLE'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Is the SGG results-oriented and relevant? *Is the data collected comparable across similar classrooms, across the district?* **selection from district defined enduring skills and assessment methods meets comparability requirements.*	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. Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills	Includes targets that are achievable, but fail to stretch attainability expectations n/a	Includes targets that do not articulate expectations **AND/OR** targets are not achievable For similar classrooms, data collected for the student growth goal: does not reflect common criteria used to determine progress
'TIME-BOUND'	**ACCEPTABLE**	**NEEDS REVISION**	**INSUFFICIENT**
Does the SGG specify an appropriate instructional interval?	Is appropriate for the instructional interval defined and explicitly states year-long/course-long interval of instruction	Specifies less than/more than a year-long/course-long interval of instruction	Fails to specify an interval of instruction

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.

Determining Growth for a Single Student Growth Goal

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.

Required

- Districts will create a process for determining student growth ratings as low, expected, and high.
- Measures will be identified as indicators of determining growth.

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 growth that exceeds established goal by 10% from the pre-assessment.

Expected Growth: Class average of the post-assessment would indicate growth range of +/- 10% of established goal

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

Evaluatees will use pre-/post- measures to determine the growth identified in their goal. These measures can be identical or comparable versions.

Every local goal will be comprised of a proficiency and growth component.

Proficiency Component

High	**81% and above on the post-assessment**
Expected	**55-80% on the post-assessment**
Low	**54% and below on the post-assessment**

Growth Component

High	**Class average would indicate growth that exceeds established goal by 10% on the post-assessment**
Expected	**Class average would indicate growth range of +/- 10% of established goal on the post-assessment**
Low	**Class average would indicated growth less than 10% of established goal on the post-assessment**

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

Overall Growth Rating

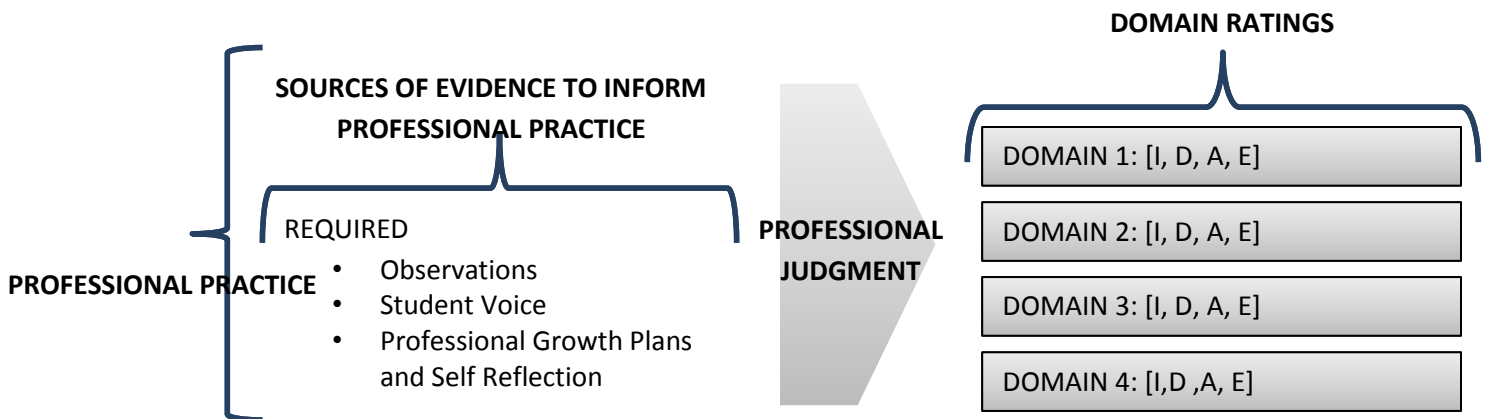|			
High Proficiency	EXPECTED	HIGH	HIGH
Expected Proficiency	EXPECTED	EXPECTED	EXPECTED
Low Proficiency	LOW	LOW	EXPECTED
	Low Growth	**Expected Growth**	**High Growth**

Determining the Overall Performance Category

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

Rating Professional Practice

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

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

DOMAIN RATINGS

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

PROFESSIONAL PRACTICE

REQUIRED
- Observations
- Student Voice
- Professional Growth Plans and Self Reflection

PROFESSIONAL JUDGMENT

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

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

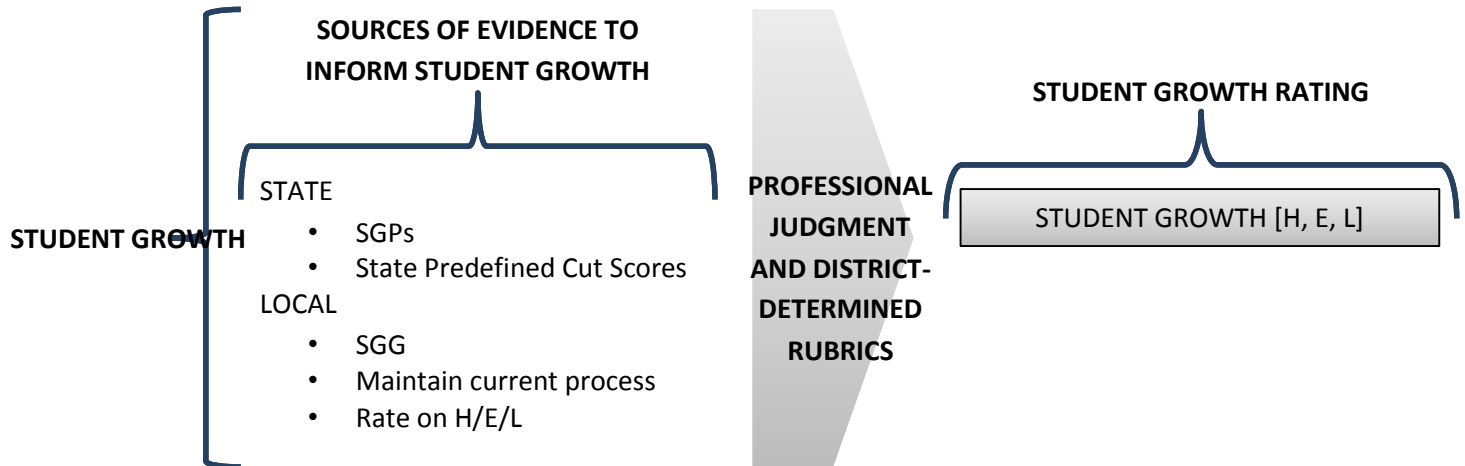DOMAIN 3: [I, D, A, E]

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

Required

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS or other state required 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 Student Growth Goal (SGG) and Student Growth Percentiles (SGP) (where available), and will be considered in a three year cycle (when available).

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STUDENT GROWTH

STATE
- SGPs
- State Predefined Cut Scores

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

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATING

STUDENT GROWTH [H, E, L]

Required
- SGG and SGP (when available) will be used to determine overall Student Growth Rating
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating

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 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.

Overall Decision Matrix for State (if applicable) **and Local Contributions**

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

Determining the Overall Performance Category

An educator's Overall Performance Category is determined by 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.

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 or Local and State Student Growth Goal matrix to determine overall Student Growth Rating.

~~Overall Decision Matrix for State and Local Contributions~~

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

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

CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY

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

Professional Growth Plan and Summative Cycle for Tenured Teachers

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below.

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS		

EXEMPLARY

ACCOMPLISHED

DEVELOPING

INEFFECTIVE

PROFESSIONAL PRACTICE RATING (left vertical axis)

	LOW	EXPECTED	HIGH

THREE-YEAR CYCLE
SELF-DIRECTED GROWTH PLAN
- 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
- 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.

ONE-YEAR CYCLE
DIRECTED GROWTH PLAN
- Goal(s) Determined by Evaluator
- Goals focus on professional practice and student growth
- Plan activities designed by evaluator with teacher input
- Formative review at mid-point
- Summative review annually

THREE-YEAR CYCLE
SELF-DIRECTED GROWTH PLAN
- Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.
- Formative review annually.

THREE-YEAR SELF-DIRECTED CYCLE
- Goal(s) set by educator with evaluator input
- Formative review annually

UP TO 12-MONTH IMPROVEMENT PLAN
- Goal(s) determined by evaluator
- Focus on low performance area
- Summative at end of plan

ONE-YEAR CYCLE
DIRECTED GROWTH PLAN
- Goal(s) Determined by Evaluator
- Goals focus on professional practice and student growth
- Plan activities designed by evaluator with teacher input
- Formative review at mid-point
- Summative review

STUDENT GROWTH RATING

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Appeals

According to 156.557 Section 9,

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

(2) The appeal procedures shall be as follows:

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

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

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

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

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

Any employees who feel that the summative evaluation by their evaluator is not an accurate assessment of his/her performance either by substance or procedure may file the appeal with the District Appeals Panel. The appropriate form for the request and the Appeals Process and Hearing Procedure is found below. The evaluatee has ten working days form the date of the summative conference to file a request for appeal.

THE APPEALS PANEL:

All members of the Appeals Panel shall be current employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Superintendent who notifies the Board of the appointment and enters concurrence in Board minutes.

Reference: KRS 156.101 & 704 KAR: 345.

In the election of the appeals Panel members, the persons receiving the first and second greatest number of votes shall be members of the Appeals Panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The Board of Education shall also appoint a member to serve on the panel and an alternate. The panel shall elect its chairperson for each appeal.

The length of term for an Appeals Panel member shall be three years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made by September 1st.

The election shall be conducted by the District Contact Person using the following criteria:

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

Panel members may seek training through the District Contact Person.

APPEALS PANEL HEARING PROCEDURES:

The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee has no later than _five working days_ of the summative evaluation conference, to file an appeal with the district Appeals Panel utilizing the request form provided in the plan. Upon receiving the request, the panel will schedule a **PRELIMINARY HEARING** to provide documentation to all parties and explain procedures. The chairperson of the panel shall be elected by the panel for each appeal. **Four (4) copies of all documentation to be considered in the appeal shall be made available at this time. One copy for each member of the committee and evaluator/evaluatee shall be provided.** The chairperson shall convene the Preliminary Hearing and explain procedures for the **Appeals Panel Hearings as follows:**

The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during each individual's testimony. After the evaluatee and evaluator leave, the appeals committee shall remain and review all documents and formulate questions for the hearing.

No later than (5) working days of the Preliminary Hearing an **APPEALS PANEL HEARING** will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The burden of proof lies with the evaluatee. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and

procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator and any witnesses presented. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the superintendent no later than fifteen (15) working days of the filing of the appeal.

The panel's recommendation may include one of the following:

      a. Uphold the original evaluation findings
      b. Remove from the personnel file the summative or any part of the summative which the panel finds in error.

The chairperson of the panel shall present the decision to the superintendent for action no later than three (3) working days of the panel's decision. Any evaluatee who feels that the procedural issues were violated may also appeal the decision to the State Board for Elementary and Secondary Education Appeals Panel. Only procedural issues are heard at the state level.

APPEALS PANEL HEARING REQUEST FORM

I, _____, have been evaluated by

_____ during the current evaluative cycle. My disagreement with the findings of the summative evaluation has been thoroughly discussed with my evaluator.

I respectfully request the Hopkins County Evaluation Appeals Panel to hear my appeal.

This appeal challenges the summative findings on:

_____ substance

_____ procedure

_____ both substance & procedure

Signature _____

Date _____

Date of Summative Conference _____

Date of evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to the district contact person of the Appeals Panel no later than ten working days of completion of the Summative Conference.

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

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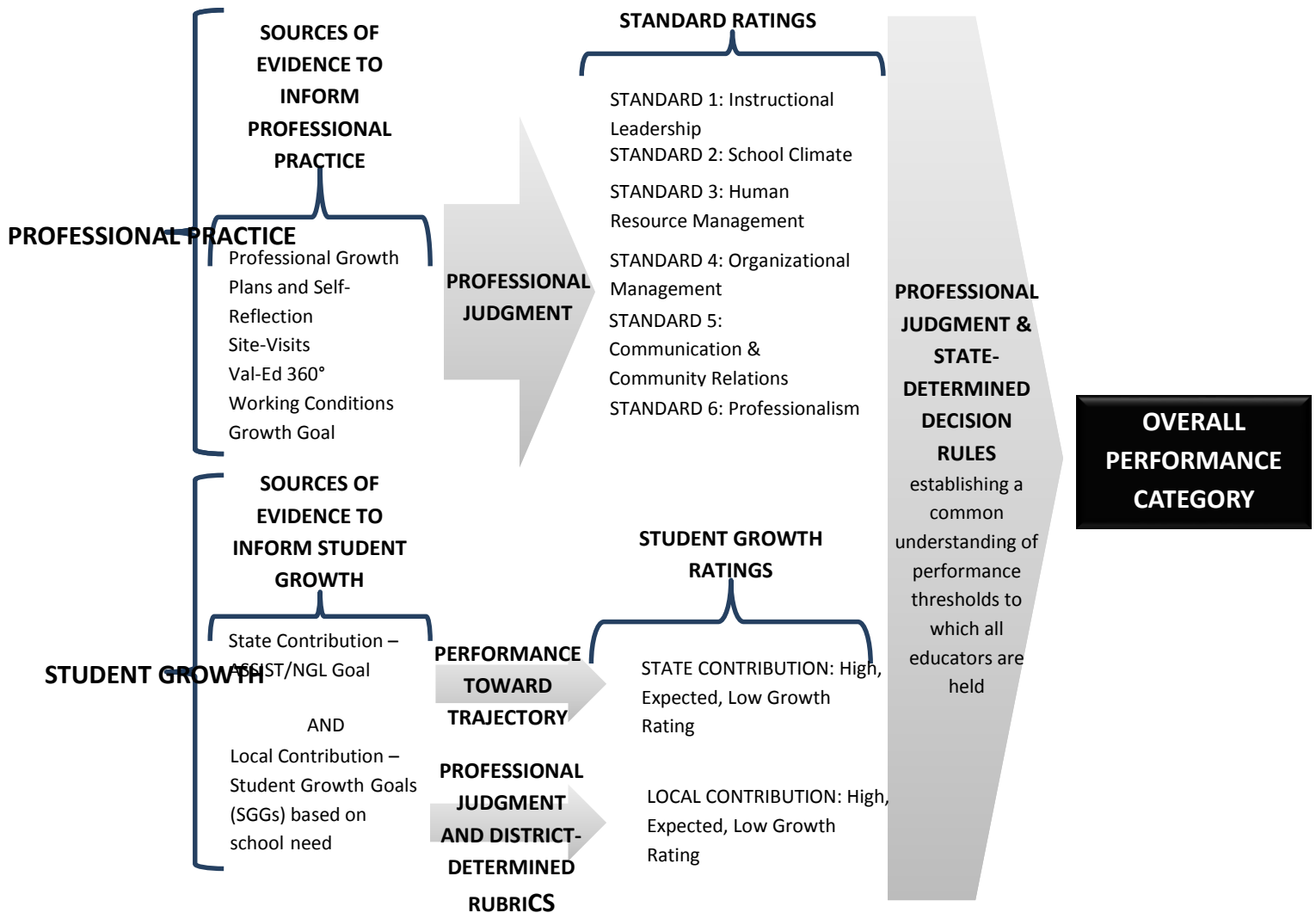
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Administrator:** means an administrator 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
2. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
3. **Evaluatee:** District/School personnel that is being evaluated
4. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
5. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
6. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
7. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
8. **Self-Reflection:** The process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
9. **SMART Criteria:** Acronym used to develop a goal. Specific, Measurable, Appropriate, Realistic, Time-bound
10. **Site Visit:** Methods by which the superintendent or designee may gain insight into whether principals are meeting the performance standards.
11. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
12. **Val-Ed Point of Contact:** Person selected at the district and school level to assist in the facilitation of the Val-Ed 360 survey.
13. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
14. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.

Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

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

PROFESSIONAL PRACTICE

SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE

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

PROFESSIONAL JUDGMENT

STANDARD RATINGS

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

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

State Contribution – ASSIST/NGL Goal

AND

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

PERFORMANCE TOWARD TRAJECTORY

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATINGS

STATE CONTRIBUTION: High, Expected, Low Growth Rating

LOCAL CONTRIBUTION: High, Expected, Low Growth Rating

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

OVERALL PERFORMANCE CATEGORY

Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: 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 professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Val-Ed 360°
  - Working Conditions Goal (Based on TELL KY)
  - State and Local Student Growth Goal data
- Additional Categories of Evidence
  - Other Measures of Student Learning
  - Products of Practice

Professional Practice

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

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

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

Required:

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

Principal/Assistant Principal PGP Timeline

By August 1	Superintendent or designee will review expectations of PPGES
By September 30	Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Condition Goal, and Professional Growth Goal/Plan
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
Within District or State Required Window	Completion of TELL KY or Val-ED Survey
By April 15	Superintendent or designee will conduct second Site Visit and conference with principal/assistant principal to review/reflect upon all goals and modify any strategies as needed
By June 15	Superintendent or designee will conference with principal/assistant principal to review all goals and modify any strategies

*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

Site-Visits – completed by supervisor of principal – formal site visits are not required for assistant principals

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

Required:

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

Site Visits
Site visits will be conducted twice annually after the completion of the PGP. The first 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 about each standard.

Conferencing:
At least 3 conferences will take place between evaluator and evaluatee throughout the year.
1. Beginning of the Year Conference
   - Purpose of the Meeting
   - Discuss reflections of data
   - Discuss and come to agreement on the Student Growth Goal and Action Plan
   - Discuss reflections of the Principal Performance Standards
   - Discuss and come to agreement on Professional Growth Goal and Action Plan
   - Questions/Concerns/Comments
   - Set tentative date for Mid-Year Review
2. Mid-Year Conference
   - Purpose of Meeting
   - Discuss first site visit/observation and provide feedback
   - Share progress toward Student Growth Goal
   - Share progress toward Professional Growth Goal
   - Discuss documentation of each standard – determine if other documentation is needed
   - Questions/Concerns/Comments
   - Set tentative date for End of Year Review
3. End of Year Conference
   - Purpose of Meeting
   - Discuss second site visit/observation and provide feedback
   - Share progress toward Student Growth Goal
   - Share progress toward Professional Growth Goal
   - Discuss documentation of each standard – determine if other documentation is needed
   - Discuss overall rating based on Professional Practice and Student Growth
   - Questions/Concerns/Comments

Val-Ed 360° - completed for principals – not completed for assistant principals

The VAL-ED 360° is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

Required:

- Conducted at least once every two years in the school year that TELL Kentucky is not administered.
- Principals will refer to the crosswalk between Val-Ed Core Components and Key Process and the Principal Performance Standards. This will allow principals to identify the performance standards in which he/she need to grow and will be used as a data source in the development of the Principal Professional Growth Plan

Val-Ed 360

Val-Ed Point of Contact	The superintendent or designee will assign Val-Ed Point of Contact annually. Each school will select a Val-Ed Point of Contact to assist with the Val-Ed process.
Val-Ed Role Groups	**District Administrator –** oversee and monitor the implementation of the Val-Ed 360 process. **School Val-Ed Coordinator –** serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. **Superintendent or Designee –** receives access code to be able to monitor the survey process and reports. **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. **Principals –** completes a survey specifically designed for principals and has access to information contained within final report. **Certified Teachers –** teachers assigned to a specific school that complete the online survey designed specifically for teacher input.
Frequency of Val-Ed	Once every other year alternating with TELL KY Survey
Timeline	Two week period during district designated window
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

Working Conditions Goal (Goal inherited by Assistant Principal)

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

Required:

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

Working Condition Goal(s)

Number of Working Condition Goals	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.
	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 when needed.

Working Condition Goals Rubric	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.
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: Exemplary: Above 55% Agreement Accomplished: 45-55% Agreement Developing: 22-44% Agreement Ineffective: 21% or below Agreement	Exemplary: Above Accomplished Goal Accomplished: +/- 10% of goal Developing: baseline set for the goal Ineffective: below the baseline
Mid-Year Review	During mid-year review, principals can choose for one of the following: • Engage staff in informal conversations that provide feedback on the progress of meeting the WCG. –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 evidence to support their own assessment of their 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 (not a comprehensive list):

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

Student Growth

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

Principals are responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST. The superintendent and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

Required:

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

State Contribution:

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:

- o Decreasing achievement gaps between disaggregated groups of students
- o Increasing the average combined reading and math K-PREP scores Middle and High Schools must also address:
- o Increasing the percentage of College and Career Ready students
- o Increasing the average percentage of freshman graduation
  Principals will find these ASSIST goals and objectives in their School Report Card.

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

The principal will then collaborate with the superintendent 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: More than 10% above Goal
Expected Growth: + or – 10%
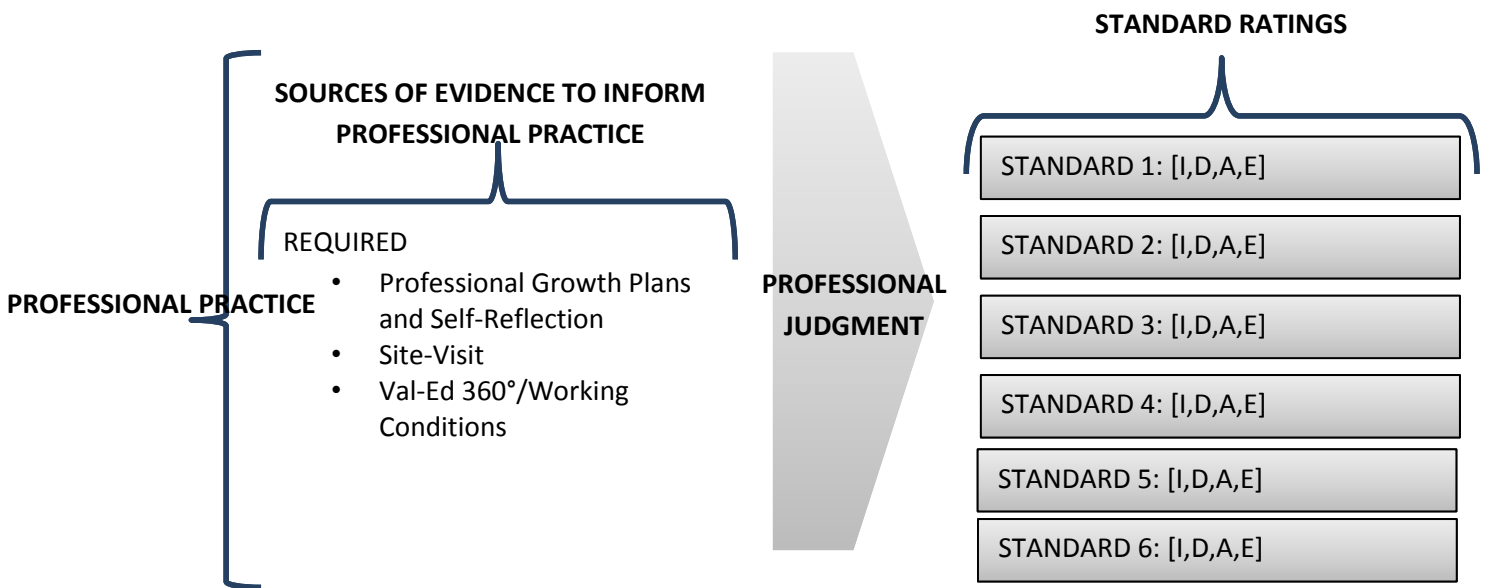**Low Growth**: More than 10% below goal (Any score below baseline)

Determining the Overall Performance Category

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

Rating Professional Practice

Required:

- Use decision rules to determine an overall rating
- Record ratings in CIITS or other state required platform

STANDARD RATINGS

SOURCES OF EVIDENCE TO INFORM
PROFESSIONAL PRACTICE

PROFESSIONAL PRACTICE

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

PROFESSIONAL JUDGMENT

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

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

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

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

STANDARD 5: [I,D,A,E]

STANDARD 6: [I,D,A,E]

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

Professional Practice Decision Rules

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.
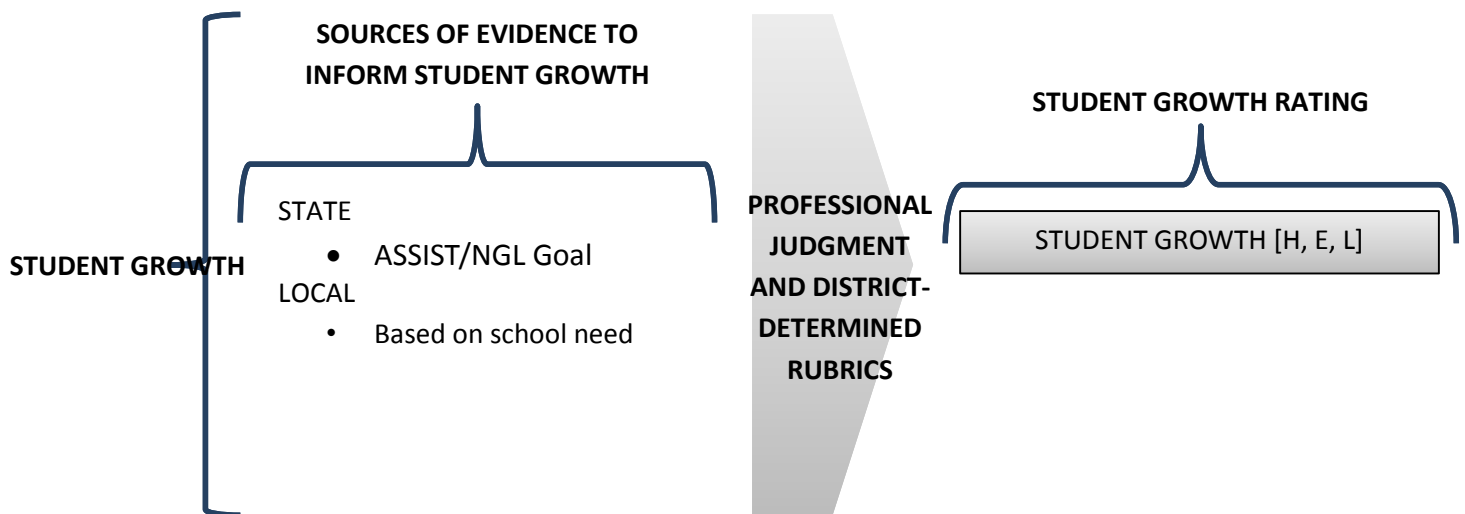
Required:

- Determine the rating using both state and local growth.
- Determine the rating using up to 3 years of data (when available).
- Record ratings in CIITS or other state required 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 CIITS or other required state platform.

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

STUDENT GROWTH

SOURCES OF EVIDENCE TO INFORM STUDENT GROWTH

STATE
- ASSIST/NGL Goal

LOCAL
- Based on school need

PROFESSIONAL JUDGMENT AND DISTRICT-DETERMINED RUBRICS

STUDENT GROWTH RATING

STUDENT GROWTH [H, E, L]

Determining the Overall Performance Category

A principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Evaluators will use the following decision rules for determining the Overall Performance Category:

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

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

Professional Growth Plan and Summative Cycle

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

KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR ASSISTANT PRINCIPALS AND PRINCIPALS

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

Sample Principal PGES Cycle

The following chart shows the required components for principals and assistant principals over the two year process. **All principals and assistant principals will be evaluated every year.**

Two Year Cycle of the PPGES

End-of-Year Review with Superintendent

Review Accountability and ASSIST Goal Results & Set SGG/PGP/Working Conditions 2-year Goal

Administer Summative Val-Ed

Administer Formative Val-Ed

Site-Visit by Superintendent

2013-14

Site-Visit by Superintendent

Mid-Year Review with Superintendent

July 2014

End-of-Year Review with Superintendent

Review Accountability and ASSIST Goal Results & Set SGG/PGP & Update Working

Administer TELL Kentucky

2014-15

Site-Visit by Superintendent

Site-Visit by Superintendent

Mid-Year Review with Superintendent