

KY Tech Schools

**300 Sower Blvd.
Frankfort, KY 40601
502-564-4286**

David Horseman, Associate Commissioner

Vision

With high expectations and strong partnerships, KY Tech will actively engage all students in the mastery of academic and technical skills needed to be ready for college and a career.

Mission

- Students learn best when they are actively engaged in the learning process.
- Students learn best when our staff maintains high expectations for learning.
- Students are motivated to learn when classroom instruction is related to real-world applications.
- All students in our school need to have an equal opportunity to learn.
- A safe and physically comfortable environment promotes student learning.
- Students learn best when instruction incorporates both academic and technical skills.
- Effective school leaders engage in practices that support the ongoing improvement of teaching and student performance.
- Teachers, administrators, parents and the community share the responsibility for helping students learn.



INTRODUCTION

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

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

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

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

The principal or designee is primarily responsible for evaluating teachers. Non-continuing status teachers and continuing status teachers will be evaluated yearly following the requirement of the Teacher's Kentucky Framework for Personnel Evaluation (KFPE). However, a Corrective Action Plan can be implemented at any time.

Administrators will be evaluated annually by the Director of Technical Schools and Federal Programs or by the Director's designee following the requirements of the Principal's Kentucky Framework for Personnel Evaluation (KFPE). However, a Corrective Action Plan can be implemented at any time.

Principals and teachers with 12 months or less experience will not be evaluated by the Kentucky Framework for Personnel Evaluation (KFPE). These employees are still on probation; however, they will be required to complete components of KFPE.

ASSURANCES

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Kentucky Tech 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 (KRS 156.557).

The evaluation process and criteria for evaluation will be explained to and discussed with all KRS 156 personnel annually no later than 30 days following opening day. This shall occur prior to the implementation of the plan. The evaluation of each KRS 156 staff member will be conducted or supervised by the immediate supervisor of the employee, providing the period of supervision has been for a period of at least ninety (90) calendar days.

If the evaluator has supervised an employee for at least ninety (90) calendar days and will no longer be the employee's immediate supervisor after this period of time, the evaluation shall take place at least five (5) working days before the evaluator is no longer supervising the employee. However, if the evaluator ceases supervision duties due to dismissal, demotion, or suspension, the next-line supervisor shall conduct the evaluation. If the employee transfers, the immediate supervisor shall conduct an evaluation prior to the transfer, so long as the period of supervision is not less than ninety (90) calendar days.

All KRS 156 employees shall develop an Individual 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 and teachers will be evaluated annually. Administrators and teachers with 12 months or less experience will be on a probationary period and will not receive an official evaluation.

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



Each teacher evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance to be documented in writing in the evaluatee's personnel record.

Each teacher shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

Each teacher will be evaluated using multiple measures including observations that will lead to an overall summative rating of performance. The teacher will receive a copy of his/her summative performance rating and the original shall be filed with the official personnel records.

The evaluation plan will not discriminate on the basis of race, color, national origin, political affiliation, sex, genetic information, disability, age, religion, marital status, or limitations related to pregnancy, childbirth, or related medical conditions.

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

	April 16, 2020
_____ Signature of Associate Commissioner	_____ Date
	April 20, 2020
_____ Signature of Commissioner	_____ Date

KRS 156 KY Tech Evaluation Plan

KY Tech Schools
300 Sower Blvd.
Frankfort, KY 40601

Associate Commissioner: Mr. David Horseman
Associate Commissioner, Office of Career and Technical Education
and Student Transition

Evaluation Contact Person: Mr. Tom Thompson
Director of Technical Schools and Continuous Improvement

50/50 Committee:

Administrators: Mr. Ray Hammer, KY Tech Principal
Dr. Beth Hargis, KY Tech Administrative Consultant
Mrs. Stesha Flowers, KY Tech Principal

Teachers: Mr. Jeff Draper, KY Tech Instructor
Mr. Carl Owens, KY Tech Instructor
Mr. Roger Taylor, KY Tech Instructor

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Kentucky Framework for Personnel Evaluation

(Teacher) Kentucky Framework for Personnel Evaluation (TKFPE)

The vision for the Kentucky Framework for Personnel Evaluation (KFPE) is to have every classroom led 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.

TKFPE Roles and Definitions

1. **Administrator:** an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Danielson Framework for Teaching:** the document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
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. **Observation:** documentation and feedback on a teacher's ratings on performance measures and observable behaviors.
6. **Peer Observer:** observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, which observes and documents another teacher's ratings on performance measures and provides supportive and constructive feedback that can be used to improve ratings on performance measures.
7. **Peer Observer Modules:** three modules designed to provide training for peer observers before completion of peer observations.
8. **Performance Measures:** (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
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 following the SMART criteria format and developed by using established criteria checklist.
11. **Professional Growth Plan:** an individualized plan that is focused on improving ratings on performance measures and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
12. **Ratings:** teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.

- 13. **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.
- 14. **SMART Goal Criteria:** Specific, Measurable, Attainable, Realistic, Time-bound
- 15. **Student Survey:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practices.

KY Tech Evaluation Categories

As referenced in KRS 156.828 teachers and administrators in the area technology centers shall be evaluated in the following categories.

- A. School or classroom management
- B. Job knowledge and skills
- C. Instructional management
- D. Employee conduct
- E. Professional responsibility

The table below connects the above categories to the Framework for Teaching used to guide the Professional Growth and Effectiveness System.

Crosswalk of KY Tech Categories & KY Framework

KY Tech Categories	KY Framework for Teaching and Student Growth
School or classroom management	Classroom environment
Job knowledge and skills	Planning and preparation
Instructional management	Classroom instruction
Employee conduct	Professional responsibilities
Professional responsibility	Professional responsibilities

All other certified and equivalent staff in the field and in the central office shall be evaluated in the following categories with appropriate criteria described in written evaluation procedures.

- A. Job knowledge and skills
- B. Quality of work
- C. Employee conduct
- D. Professional responsibility

Evaluation procedures for other certified and equivalent staff in the field may be secured by contacting the Kentucky Department of Education, Office of Career and Technical Education and Student Transition.

Sources of Evidence

Professional Growth Planning and Self-Reflection

The Professional Growth Plan will address realistic, focused, and measurable professional goals as aligned with school and district improvement plans. The plan will connect data from multiple sources including classroom observation feedback, data on student growth and achievement, professional growth needs identified through self-assessment and reflection and the program improvement plan. 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 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) lists strategies from the program improvement plan and identifies areas for focus; (3) collaborates with his or her administrator to develop a professional growth plan and action steps; (4) implements the plan; (5) regularly reflects on the progress and impact of the plan on his or her performance measures and program improvement plan; (6) modifies the plan as appropriate; (7) continues implementation and ongoing reflection; (8) and finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Required for all KY Tech Teachers

- All teachers will participate in and document on district approved forms a self-reflection, professional growth plan, and action plan for program improvement plan each year.

Self-Reflection/PGP Timeline

August - within 30 calendar days of opening of current school year or initial employment for new hires.	Teacher reflects on his/her current growth needs based on data and identifies an area of focus. Teacher lists program improvement plan strategies and develops a plan of action with anticipated completion date.
October 31 or within 90 days of employment	Collaborates with his/her administrator, develops growth plan and action steps.
November-January	Implementation/Reflection on progress and impact of the plan on his/her ratings on performance measures.
January	Modifies plan as appropriate.
January-April	Continued implementation and ongoing reflection.
May/June	Summative reflection on the degree of goal attainment and implications for next steps.

NOTE: [Click this link to see observation timeline on page 5](#)

Observation

Observation Model

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's ratings on performance measures. The rationale of the observation is to encourage continued professional learning in teaching and learning through critical reflection.

Progressive Model (2 and 1)

Supervisory evaluator will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the evaluator 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.

- Teachers, both continuing and non-continuing status, will follow the progressive 2 and 1 model. This includes one full observation and two mini observations by the supervisory evaluator yearly. A mini observation conducted by a peer observer is optional. The first mini observation conducted by the supervisory evaluator must be completed prior to December of the academic year. The other two observations (mini and full) must be completed by the supervisory evaluator before May 30.
- Probationary Period - Teachers with 12 months or less experience will be on their probationary period and will not receive an official evaluation but will receive unofficial mini-observations according to their start date. New teachers are subject to components of KFPE based on date of hire.

Required for all non-probationary KY Tech Teachers

The observation model must fulfill the following minimum criteria:

- Two mini-observations conducted by the supervisory evaluator
- Final observation is conducted by the supervisory evaluator and is a full observation.

Observation Conferencing

Observation Timeline

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate 156 personnel shall be explained and discussed with certified school personnel no later than the 30 th day of school.	First 30 calendar days of opening day of school or 30 calendar days after initial employment for new hires. Signature is required.
Step 2	Individual Professional Growth Plan-An individual growth plan shall be developed jointly by evaluator and teacher. In addition to the Professional Growth Plan, teachers will work closely with the evaluator and establish an action plan for the program improvement plan. Teachers along with the evaluator will select strategies from the two year program improvement plan, identify needed resources, and establish completion dates.	Growth plans shall be developed yearly based on previous evaluation cycle or teacher needs. Program improvement plan strategies will be monitored as part of the teacher's reflective practice.
Step 3	<p>OBSERVATION FOR PROBATIONARY TEACHERS: New hires may be adjusted based on date of hire. New teachers with less than 12 months of service, starting before January 1, will receive the 2 and 1 model. New teachers starting after January 1 will receive 1 mini observation from the principal. Probationary teachers will not undergo a summative evaluation at year end.</p> <p>FORMAL OBSERVATION (NON-PROBATIONARY): Conduct formal observations and collect formative data. (Post Observation Conference held within 5 days of the formal observation). An informal conference will be held for the mini observations.</p>	<p>District will adhere to approved mentorship guidelines when completing evaluations.</p> <p>Three observations are required annually by the supervisory evaluator</p>
Step 5	SUMMATIVE EVALUATION: Supervisory Evaluator completes evaluation	Prior to June 15

Required for all non-probationary KY Tech Teachers

Supervisory Evaluators and optional peer observers will adhere to the following observation conferencing requirements

- Pre-observation conferences are recommended but not required. If a pre-conference is conducted, it should occur no later than one day prior to the observation. Post-observation conferences are required and must be held within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle and prior to June 15 and shall include professional growth effectiveness data.
- The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and mini observations. All Post-conferences must be completed in-person. In the event of a state of emergency limiting in-person contact or prolonged school closure, summative meetings may take place via virtual platforms that allow audio and video two-way communication and the sharing of documentation and evidence.

Observer Certification

To ensure consistency of observations, evaluators must complete the certification platform approved by the Office of Career and Technical Education. 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 for All KY Tech Evaluators

The cycle for observation certification established is as follows:

Certification/Calibration Cycle

Year 1	Certification
Year 2 and beyond	Calibration

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 certified substitute observer is considered a valid source of evidence if the supervisor was present in the observation or the observation was conducted by the next-line supervisor.
- 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 use the following process to ensure teachers have access to observations and feedback:

- All uncertified supervisors who are evaluating certified personnel will be assigned a mentor supervisor who has passed the initial certification process. Mentors will be assigned by the Division Director or Director’s designee. The mentor(s) will meet periodically with uncertified supervisor(s) to review training modules and give advice regarding the certification process. When there are more than two supervisors who have not completed the training, they (along with their mentors) will form a cohort to review certification requirements and the training modules. Supervisors will take the state-approved certification assessment after completing the training modules.
- All supervisors will complete the certification procedure by October 1 of the year they are hired. If a supervisor fails to successfully complete the certification process by the October 1 date, a certified supervisor of another school in the district will assist in observing teachers for the uncertified supervisor until he/she becomes certified. However, the uncertified supervisor must accompany the certified substitute supervisor to all observations, post conferences, and discussions of the PGP. The uncertified supervisor will complete all official evaluations with the mentor present.

Observer Calibration

To ensure consistency of observations, evaluators must complete the district approved platforms. Calibrated observers may tend to experience a drift in rating accuracy; the district will require each observer to complete one calibration activity to be determined by the district per year where certification is not required. The calibration process will be completed annually after initial 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.

Required for KY Tech Administrators

Observer Certification followed by yearly calibrations.

Observer Certification Timeline

Process	Documentation
Initial Certification Process	A district checklist will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification.
Calibration Process Year 2 and beyond	The year following initial certification, certified evaluators will complete the calibration process using state approved calibration vendors. Documentation of the calibration process will be kept on file at central office and will be available upon request.

Peer Observation (Optional)

At the discretion of the supervisor, peer observations may be used in addition to the 2 and 1 model. 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 person observed unless permission is granted. If requested by the teacher, it may be used as evidence for the formative or summative ratings for Performance Measures. 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.

Required for all KY Tech Teachers

- All Peer Observers participating in observations will complete the state developed training at least once every three (3) years.

Peer Observation Selection

KY Tech teachers participating in peer observation, must complete peer observation training. If a peer observation is utilized, the principal shall assign the teacher a trained observer. Peer observation must occur before final observation (timelines for new hires may be adjusted to ensure completing the process).

Student Survey

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

- All teachers will participate in the state-approved Student 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 ratings on performance measures.
- All teachers and appropriate administrative staff will read, understand, and sign the district's Student Survey Ethics Statement.
- The Student 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.

Student Surveys

Point of Contact	KY Tech KFPE POC/IC POC
Selection of Student Groups	District will determine the minimum number of sections/classes required per teacher to participate (minimum of one section). Building principals will determine what section(s)/class(es) that will respond to the survey at their school (teachers with fewer than 10 students will not receive results). Students must be enrolled for fifteen (15) days in order to complete a survey on 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 Survey. Accommodations for special requirements such as blind, non-verbal, or hearing impaired students will be made in accordance with Student Survey and special education guidelines.
Student Survey Timeline	A period during the fall (trimester) or spring semester (semester) will be determined by the Principal and all Student Survey surveys will be completed during this window.

Instructional Decision Making

Each year, teachers and other professionals will demonstrate the cyclical processes and practices of designing instruction based on student needs and inform the four performance measures of the Kentucky Framework for Personnel Evaluation. While the components of instructional decision making may be consistent, the process may look different in each classroom. Each teacher and other professional will work with the primary evaluator to determine a plan for demonstrating informed instructional design.

Through formative and summative assessment, data analysis and student feedback, teachers and other professionals will demonstrate the following:

- Identifying student knowledge/skill level
- Determining learning targets
- Demonstrating a variety of assessment for and assessment of learning
- Analyzing data to inform instruction
- Utilizing student feedback to inform instruction
- Demonstrating how sources of evidence inform instructional decisions for meeting student needs

Each teacher and other professional will demonstrate instructional decision making practices through daily practices. While goals will be set to monitor student progress, the focus of instructional decision making is to demonstrate intentional decisions are made on a daily basis to meet the needs of students.

Teachers may provide additional sources of evidence to support assessment of their own performance measures. These sources of evidence should yield information related to the teacher's practice within the domains.

Products of Practice/Other Sources of Evidence

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

- Continuous improvement data
- Advisory committee minutes/surveys
- Lesson plans
- Communication logs
- Timely, targeted feedback from informal or mini-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 communications
- Professional communications
- Records of student and/or teacher attendance
- Additional pieces of evidence agreed upon by teacher and principal

Required for all KY Tech Teachers

- Observations conducted by supervisor
- Student Survey(s)
- Self-reflection and professional growth plans including action plan for Program Improvement Plan

Determining the Performance Category/Summative Rating

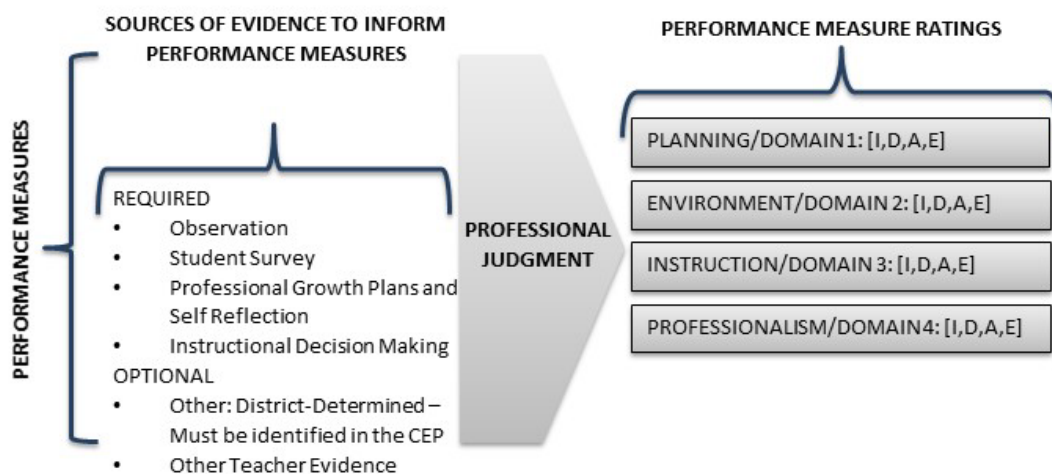
Supervisors are responsible for determining a summative rating for each teacher yearly. The summative rating is informed by the educator's ratings on performance measures (performance category). The evaluator determines the summative rating based on professional judgment informed by evidence that demonstrates the educator's performance against the performance

measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Rating Performance Measures

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 the four performance measures at the culmination of an educator’s cycle.

Determining the Performance Measure Rating



Note: I=Ineffective, D=Developing, A=Accomplished, E=Exemplary

Required for KY Tech

- Provide a summative rating for each performance measure based on evidence.
- All summative ratings must be placed in the employee personnel file and forwarded to the Director of the Office of Career and Technical Education.

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

- Determine the individual measure ratings through the use of sources of evidence and professional judgment.
- Apply Decision Rules for determining an educator’s Performance Rating.

Criteria for Determining a Teacher’s Overall Performance Category/Summative Rating

IF...	THEN...
Performance Measures Environment and Instruction are rated INEFFECTIVE	Performance Measure Rating shall be INEFFECTIVE
Performance Measures Environment OR Instruction are INEFFECTIVE	Performance Measure Rating shall be DEVELOPING OR INEFFECTIVE
Performance Measures Environment Planning OR Professionalism are rated INEFFECTIVE	Performance Measure Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Performance Measure Rating shall be ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Performance Measure Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Performance Measure Rating shall be Exemplary

All summative ratings will be recorded in the department-approved technology platform. Ineffective rating is equivalent to an *Unsatisfactory* rating.

Professional Growth Plan and Yearly Evaluation Cycle

Based on the Performance Measure ratings, the type of Professional Growth Plan will be determined by supervisor and teacher based on the chart below. Evaluations shall be in writing. An evaluator shall follow all statutory and regulatory provisions for evaluation and shall present and explain all documentation affecting an employee's evaluation, as well as discuss every aspect of performance with the employee at each evaluation. The evaluator shall solicit the employee's opinions and suggestions and shall advise the employee of the measures needed to improve performance.

KRS 156.828(10) states that each full-time employee who has completed initial probation and each part-time employee who works over one hundred (100) hours each month and who has completed initial probation shall be evaluated.

Teacher’s Performance Measure Category and Professional Growth Plan Requirement Criteria

PERFORMANCE MEASURE CATEGORY	MINIMUM GROWTH PLAN REQUIRED
Exemplary	Self-Directed
Accomplished	Self-Directed
Developing	Directed
Ineffective	Corrective Action Plan

Appeals

Within five (5) working days of an evaluation, an employee may request reconsideration of the evaluation by the evaluator. Within five (5) working days of the reconsideration, an employee may:

1. Submit a written response to any evaluation which shall be attached to the evaluation; and
2. Submit a written request for reconsideration of any evaluation to the second-line supervisor.

No later than fifteen (15) working days after receipt of the request, the second-line supervisor shall inform the employee and the evaluator in writing of the decision after the second-line supervisor has:

1. Obtained written statement from both the employee and evaluator; or
2. Met with the employee and evaluator; and
3. Reviewed the evaluation process according to statutory or regulatory requirements as well as the ratings.

Within thirty (30) days after the employee has received the written decision of the second-line supervisor, the employee may appeal an evaluation to the next level. For area technology centers, this appeal would go to the ombudsman for mediation. If not resolved at this level, the employee may file an appeal with the appointing authority or designee who shall make a final ruling.

KRS 156.828(10) specifically outlines the appeal procedure for the evaluation process and the specific evaluation categories for teachers, administrators, all other certified and equivalent staff statewide and Central Office personnel. KRS 156.828 also provides that if an employee receives an overall *Unsatisfactory* (ineffective) evaluation on two (2) successive summative evaluations, the employee shall be (a) demoted or (b) terminated.

(Principal) Kentucky Framework for Personnel Evaluation (PKFPE)

The vision for the Kentucky Framework for Personnel Evaluation (KFPE) 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.

PKFPE Roles and Definitions

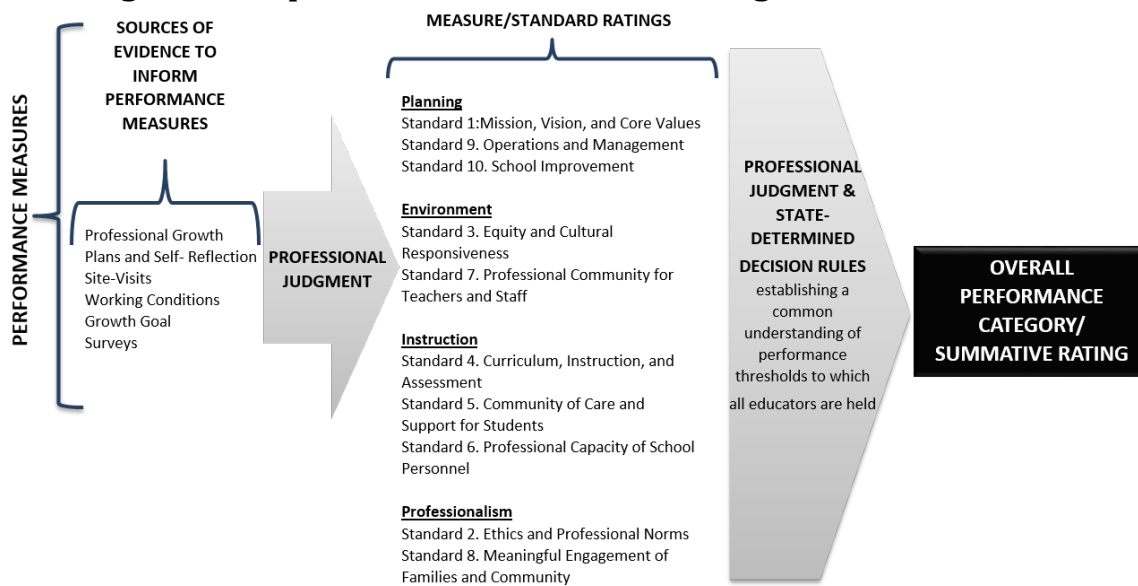
1. **Administrator:** an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator. In the event of a state of emergency limiting in-person contact or prolonged school closure, site visits may be replaced with meetings within virtual platforms that allow audio and video two-way communication and the sharing of documentation and evidence.
5. **Professional Growth Plan:** An individualized plan that is focused on improving performance measures 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, and is produced in consultation with the evaluator.
6. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
7. **Performance Measures:** (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.
8. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the ten Professional Standards for Educational Leaders.
9. **Professional Standards for Educational Leaders:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Mission, Vision, and Core Values, Ethics and Professional Norms, Equity and Cultural Responsiveness, Curriculum, Instruction and Assessment, Community of Care and Support for Students, Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, Operations and Management, and School Improvement.
10. **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.

11. **SMART Criteria:** Acronym used to develop a goal(s) Specific, Measurable, Appropriate, Realistic, and Time-Bound.
12. **Surveys:** Tools used to provide information to principals about perception of job performance.
13. **Working Conditions Survey:** 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 Working Conditions Survey data to the Professional Standards for Educational Leaders and impacts working conditions within the school building.

PKFPE Components – Overview and Summative Model

The following graphic outlines the required summative model for the Principal Professional Growth and Effectiveness System. Evaluators will look for trends and patterns in practice across multiple forms of evidence and apply professional judgment grounded in the Professional Standards for Educational Leaders when evaluating a principal. The process described on the following pages applies to both Principals and Assistant Principals unless otherwise noted.

Determining the Principal Performance Measure Rating



The Professional Standards for Educational Leaders are designed to support student achievement. The Professional Standards for Educational Leaders provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Included in the Professional Standards for Educational Leaders are Performance Indicators that provide examples of observable behaviors evidencing of each standard. Performance will be rated for each measure according to the four performance levels: ***Ineffective***, ***Developing***, ***Accomplished***, and ***Exemplary***.

Planning:

Standard 1. Mission, Vision, and Core Values

Standard 9. Operations and Management

Standard 10. School Improvement

Environment:

Standard 3. Equity and Cultural Responsiveness

Standard 7. Professional Community for Teachers and Staff

Instruction:

Standard 4. Curriculum, Instruction, and Assessment

Standard 5. Community of Care and Support for Students

Standard 6. Professional Capacity of School Personnel

Professionalism:

Standard 2. Ethics and Professional Norms

Standard 8. Meaningful Engagement of Families and Community

Note: Standards may fall under different or multiple performance measures listed above. The above list is only a recommendation.

The performance category/summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Standard 1. Mission, Vision, and Core Values - Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Standard 2. Ethics and Professional Norms - Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standard 3. Equity and Cultural Responsiveness - Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 4. Curriculum, Instruction, and Assessment - Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students - Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Standard 6. Professional Capacity of School Personnel - Effective educational leaders develop the professional capacity and practice of school personnel to promote each student’s academic success and well-being.

Standard 7. Professional Community for Teachers and Staff - Effective educational leaders foster a professional community of teachers and other professional staff to promote each student’s academic success and well-being.

Standard 8. Meaningful Engagement of Families and Community - Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student’s academic success and well-being.

Standard 9. Operations and Management - Effective educational leaders manage school operations and resources to promote each student’s academic success and well-being.

Standard 10. School Improvement - Effective educational leaders act as agents of continuous improvement to promote each student’s academic success and well-being.

PKFPE Summary and Timeline

PRINCIPAL/ASSISTANT PRINCIPAL PGP TIMELINE

August 1	Division Director and/or designee review expectations of KFPE.
October 30	Principal/Assistant Principal collaboratively develops Working Conditions Goal and Professional Growth Goal/Plan and School Improvement Goals/Action Plan via self-reflection.
November 30	Division Director and/or designee conducts site visit
Mid-Year	Conference with Principal/Assistant Principal to review/reflect upon all goals and modify any strategies as needed.
March 31	Completion of the Working Conditions Survey or off-year survey, depending on 2 year cycle.
May 30	Division Director and/or designee conducts a Site Visit
June 15	Summative conference with Principal/Assistant Principal to review their Working Condition Goal, and Professional Growth Plan as well as modify any strategies.

*Additional Conferences may be held as deemed necessary to monitor PGP process.

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

* New principal hires with less than 1 semester may establish their own goals with the approval of the Division Director or his/her designee. Evidence used for evaluation must be following hire date. If there is not enough evidence to provide a complete evaluation a Developing rating could be used.

Steps to Overall Performance Category/Summative Rating

1. Complete Self-Reflection
2. Review survey results if applicable
3. Develop Professional Growth Plan and Working Conditions Goal (See Instructions)
 - a. Personal Professional Growth Goal is based on Self-Reflection and survey data if applicable as well as action steps for School Improvement Goals
 - b. Develop Working Conditions Goal based on most recent Working Conditions Survey.
4. Division Director and/or designee will conduct two site visits per year and a brief mid-year review submitted by principals with feedback provided by Director/Designee. Additional individual conferences may be required.
5. Using results of Personal Professional Growth, Survey Results, Site Visits, Working Conditions Growth Goal, and Other Sources of Evidence, the Director/Designee will assign a rating based on Principal Performance Measures, and then apply decision rules to determine Performance Measure Category.
6. Division Director or his/her designee will apply the Performance Measure Category in determining next year's growth plan required.

Performance Measure Rating

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

Professional Growth Planning

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 teacher instructional decision making, and professional growth needs identified through self-assessment and reflection.

Self-reflection is meant to improve performance measure ratings through careful consideration of the impact of leadership practice. The principal will complete a Professional Growth Plan and send to his/her supervisor for review and approval.

Working Conditions Growth Goal (Goal inherited by Assistant Principal)

Principals, in collaboration with the Director/Designee, are responsible for setting a two-year Working Conditions Growth Goal based on the most recent Working Conditions Survey. The Working Conditions Growth Goal may be added to the School Improvement Plan.

Steps to Completing the Working Conditions Growth Goal

1. Principals will identify a Working Conditions Survey or other survey question that indicates a need for growth and will then identify additional Working Conditions Survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Professional Standards for Educational Leaders.

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 Director/Designee 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.
7. Alternate year survey is used to monitor the Working Conditions Goal and evidence for PGP mid-year review.

Working Conditions Goal 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:
- Exemplary**: Above Accomplished Goal
 - Accomplished**: +/- 10% of increase required to meet Goal
 - Developing**: Baseline set for the Goal
 - Ineffective**: Below the Baseline

At the end of the school year following development of Working Conditions Growth Goal, principals will measure progress toward meeting goal in a manner agreed upon during goal development. Possible methods for determining progress include:

- Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.
- Conduct a sample survey using identified questions from Working Conditions Survey (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.
- The working conditions goal evaluation will be used as a data point in determining overall performance measure rating.

Site-Visits

Site visits are a method by which the evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the evaluator will discuss various aspects of the job with the principal, and determine areas of strength and areas where assistance may be required. Two site visits will be conducted for each principal, one per semester. Newly hired principals' timelines may be adjusted to ensure two site visits are conducted. Formal site visits are not required for assistant principals.

A pre-observation conference will be held between the Principal and evaluator on the day of the visit. The observation will consist of 60-90 minutes. The post-observation conference will take place within 5 days of the visit to give timely, specific feedback towards those items identified in the pre-conference. Strengths and areas of necessary improvement will be discussed in the post-observation conference.

Site visits shall:

- be applied in a variety of settings;
- provide information on a wide range of contributions made by principals;
- range from observing how a principal interacts with others to observing programs and shadowing the administrator;
- be connected to the Professional Standards for Educational Leaders.

Products of Practice/Other Sources of Evidence

Principals/Assistant principals may provide additional sources of evidence to support assessment of their own performance measure ratings. These sources of evidence should yield information related to the principal’s/assistant principal’s practice within the standards.

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

- Steering Committee Meeting Agenda/Minutes
- Faculty Meeting Agenda and Minutes
- Department/Grade Level Agenda and Minutes
- PLC Meeting Agenda 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
- Problem Based Learning Units of Instruction

Rating Overall Performance Measures

Principal Performance Measure Category/Summative Rating Criteria

IF...	THEN...
Principal or Assistant Principal is rated Exemplary in at least three performance measures and no performance measure is rated Developing or Ineffective.	Performance Measure Rating shall be Exemplary
Principal or Assistant Principal is rated Accomplished in three performance measures and no performance measure is rated Ineffective	Performance Measure Rating shall be Accomplished
Principal or Assistant Principal is rated Developing in three performance measures	Performance Measure Rating shall be Developing

IF...	THEN...
Principal or Assistant Principal is rated Ineffective in two or more performance measures	Performance Measure Rating shall be Ineffective

Determining the Overall Performance Category/Summative Rating

The Division Director and/or designee are responsible for determining an Overall Performance Category for each principal at the conclusion of his/her evaluation year. The Overall Performance Category is informed by the principal's ratings on performance measures.

Principal Overall Performance Category and Professional Growth Plan Requirement Criteria

PERFORMANCE MEASURE RATING	MINIMUM GROWTH PLAN REQUIRED
Exemplary	Self-Directed
Accomplished	Self-Directed
Developing	Directed
Ineffective	Corrective Action Plan

All summative evaluations will be recorded in the state management system. Ineffective rating is equivalent to an *Unsatisfactory* rating.

Appeals

Within five (5) working days of an evaluation, an employee may request reconsideration of the evaluation by the evaluator. Within five (5) working days of the reconsideration, an employee may:

1. Submit a written response to any evaluation which shall be attached to the evaluation; and
2. Submit a written request for reconsideration of any evaluation to the second-line supervisor.

No later than fifteen (15) working days after receipt of the request, the second-line supervisor shall inform the employee and the evaluator in writing of the decision after the second-line supervisor has:

1. Obtained written statement from both the employee and evaluator; or
2. Met with the employee and evaluator; and
3. Reviewed the evaluation process according to statutory or regulatory requirements as well as the ratings.

Within thirty (30) days after the employee has received the written decision of the second-line supervisor, the employee may appeal an evaluation to the next level. For area technology centers, this appeal would go to the ombudsman for mediation. If not resolved at this level, the employee may file an appeal with the appointing authority or designee who shall make a final ruling.

KRS 156.828(9) specifically outlines the appeal procedure for the evaluation process and the specific evaluation categories for teachers, administrators, all other certified and equivalent staff statewide and Central Office personnel. KRS 156.828(10) also provides that if an employee receives an overall *Unsatisfactory* (ineffective) evaluation on two (2) successive summative evaluations, the employee shall be (a) demoted or (b) terminated.

APPENDIX

Kentucky Tech Teacher Summative Evaluation Form

KY Tech Summative Evaluation for Teachers

Employee:

Employee PERNR #:

School Name:

School Year:

Teacher Performance Measure Ratings

Planning: Choose an item.

Domain 1 Planning & Preparation

Environment: Choose an item.

Domain 2 Classroom Environment

Instruction: Choose an item.

Domain 3 Instruction

Professionalism: Choose an item.

Domain 4 Professional Responsibilities

Overall Summative Rating: Choose an item.

_____ Agree with summative evaluation and waive right of appeal

_____ Disagree with summative evaluation, but accept

_____ Disagree with summative evaluation, request reconsideration

*By signing this document, I acknowledge I have had the opportunity to submit feedback regarding my performance and have been advised as to measures for improvement.

Teacher Signature (Red Ink) Date

Supervisor Signature (Red Ink) Date

Kentucky Tech Principal Summative Evaluation Form

KY TECH Summative Evaluation for Principals

Employee:

Employee PERNR #:

School Name:

School Year:

Principal Performance Measure Ratings

Planning: Choose an item.

Standard 1. Mission, Vision, and Core Values

Standard 9. Operations and Management

Standard 10. School Improvement

Optional Standard: Choose an item.

Environment: Choose an item.

Standard 3. Equity and Cultural Responsiveness

Standard 7. Professional Community for Teachers and Staff

Optional Standard: Choose an item.

Instruction: Choose an item.

Standard 4. Curriculum, Instruction, and Assessment

Standard 5. Community of Care and Support for Students

Standard 6. Professional Capacity of School Personnel

Optional Standard: Choose an item.

Professionalism: Choose an item.

Standard 2. Ethics and Professional Norms

Standard 8. Meaningful Engagement of Families and Community

Optional Standard: Choose an item.

Overall Summative Rating: Choose an item.

_____ Agree with summative evaluation and waive right of appeal

_____ Disagree with summative evaluation, but accept

_____ Disagree with summative evaluation, request reconsideration

*By signing this document, I acknowledge I have had the opportunity to submit feedback regarding my performance and have been advised as to measures for improvement.

Principal Signature (Red Ink) Date

Supervisor Signature (Red Ink) Date