

Hazard Independent Schools

Certified Personnel Evaluation Plan

2016-2017

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District Professional Growth and Effectiveness Plan

Professional Growth and Effectiveness System

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

Roles and Definitions

1. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
 - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
12. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
13. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.
14. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

15. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
16. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
18. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
19. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
20. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
21. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
22. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
23. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
25. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
26. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

- 27. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
- 28. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
- 29. **Student Growth:** Is defined by KRS 156.557(1)(c).
- 30. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
- 31. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
- 32. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
- 33. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 34. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
- 35. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System

The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

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

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
Professional Responsibilities

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

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

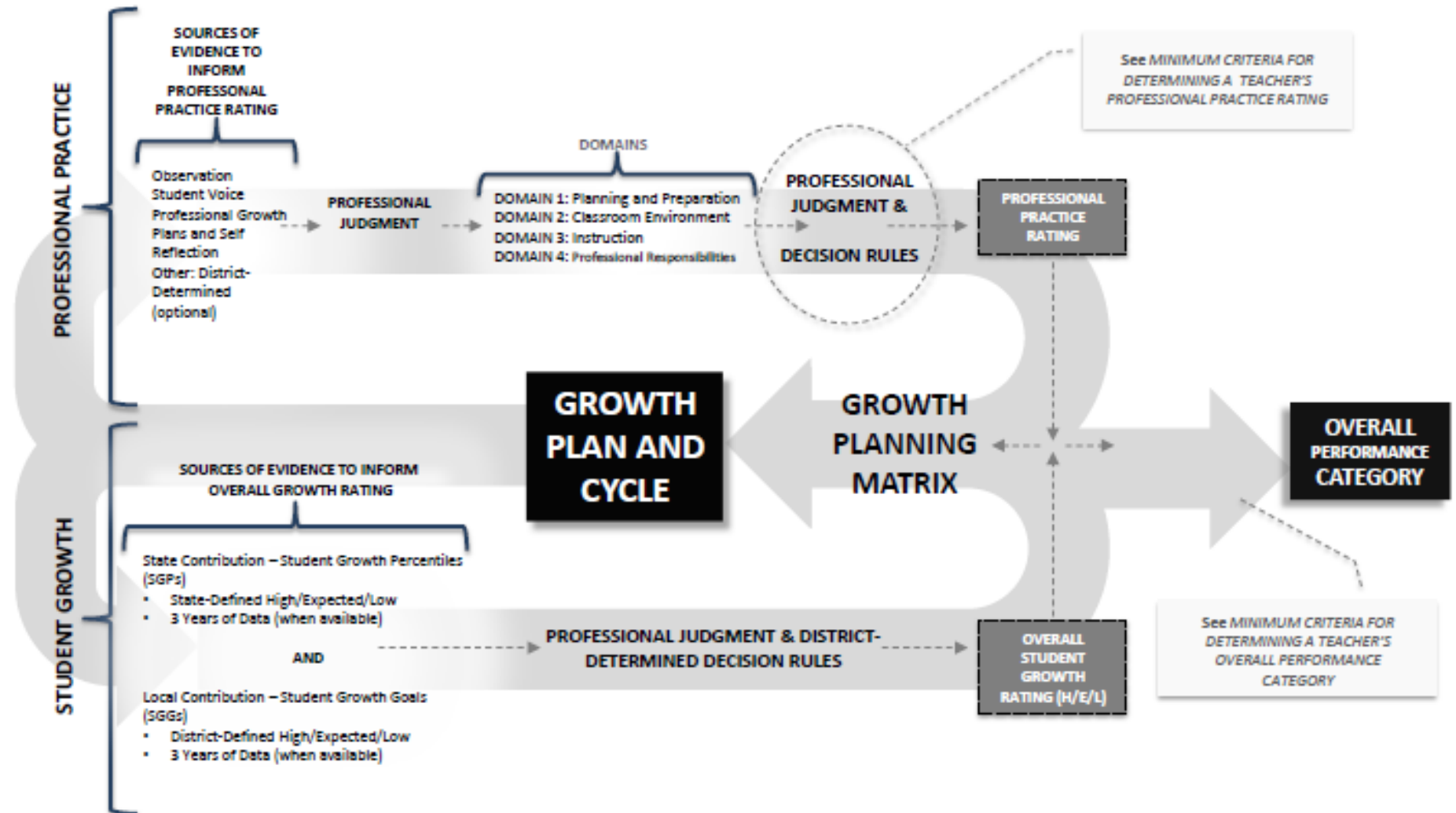
Evaluators must use the following categories of evidence in determining overall ratings:

Required Sources of Evidence

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)
- Other Measures of Student Learning
- Products of Practice
- Other Sources

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

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



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Model Certified Evaluation Plan 5.0

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	
SOURCES OF EVIDENCE To Inform Professional Practice		Supervisor Observation	Evidence (pre and post conferences)						Observation										Evidence (pre and post conferences)																									
		Student Voice							Kentucky Student Voice Survey																																			
		Professional Growth	Professional Growth Planning and Self Reflection																																									
		Self-Reflection																																										
		Peer Observation								Observation																																		

Professional Practice

Self-Reflection and Professional Growth Planning

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

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

- ♦ **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**
- ♦ **All Teachers and Other Professionals will use CIITS (or paper form) to document the development, approval and monitoring of self-reflection and the professional growth plan.**
- ♦ **All Teachers and Other Professionals will use CIITS (or paper form) to document the development, approval and monitoring of self-reflection and the professional growth plan.**
- ♦ **All Teachers and Other Professionals will follow district approved timeline for ongoing Self-Reflection. Late hires will follow timeline at the point at which they are employed.**
- ♦ **All Teachers and Other Professionals will follow district approved timeline for development of PGP. Late hires will follow timeline at the point at which they are employed.**

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection. **KTIP teacher observations will be conducted according to criteria set forth by EPSB.**

Observation Model

The observation model must fulfill the following minimum criteria:

- ♦ **Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.**
- ♦ **The required peer observation must occur in the final year of the summative cycle.**
- ♦ **Final observation is conducted by the supervisor and is a full observation.**
- ♦ **All observations must be documented in CIITS(if CIITS not available paper form will be accepted)**

DESCRIPTION OF THE EVALUATION PROCESS

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

Non-tenured certified staff are evaluated annually.

- A. Intern teachers shall follow all rules and regulations as set forth by the Beginning Teacher Internship Program 704 KAR 20:320 and when applicable the Evaluation Guidelines 704 KAR 3:345. A copy of the Internship Summary Form, which is submitted to the Division of Certification, shall be placed in the intern's personnel file and shall serve as the summative evaluation.
- B. Each non-tenured teacher other than interns will have a minimum of three (3) mini observations yearly and (1) full observation to complete summative evaluation.
- C. An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or formative data. This plan must be aligned with the goals and objectives of the school's consolidated plan.
- D. The summative evaluation and observations will be completed by April 15.
- E. A copy of the formative observations and the summative evaluation report will be given to the teacher.
- F. The summative evaluation report will be placed in the teacher's file in the Central Office.
- G. Late hires will fall into evaluation schedule by date they were hired and complete all components of self-reflection and Growth Plan.

Tenured certified staff are evaluated every third year

- A. Tenured teachers will be evaluated a minimum of once every three years.
- B. Three mini observations and one full observation followed by a formative conference and a summative conference for each summative cycle.
- C. A minimum of one mini observation and one full must be completed during year 3 of the summative cycle.
- D. An individual growth plan shall be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data and must be aligned with the goals and objectives of the school's consolidated plan.
- E. Multiple observations will be conducted with tenured teachers when deemed necessary by the evaluator.
- F. The summative evaluation and observations for tenured personnel will be completed by April 15,
- G. A copy of formal observations and evaluations will be given to the teacher.
- H. The summative evaluation report will be placed in the teacher's file in the Central Office.

All administrative staff will be evaluated annually.

- A. Intern administrators shall follow all rules and regulations as set forth by 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR 3:345 and KRS 161:027. All other administrators will be evaluated annually.

- B. An individual growth plan will be developed annually. This plan may be an enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data and aligned with the goals and objectives of the school's consolidated plan.
- C. The summative evaluation for administrators will be completed by June 15.
- D. A copy of the summative evaluation report will be given to the administrator.
- E. The summative evaluation report will be placed in the administrator's file in the Central Office.

EVALUATION CYCLE

- A. All evaluators shall be trained in accordance with the rules and regulations as set forth in KRS 156:101.
- B. The following personnel are listed as evaluators:
 - 1. The Hazard Independent Board of Education will evaluate the superintendent.
 - 2. The superintendent or designee will evaluate Central Office personnel and principals.
 - 3. Principals or assistant principals will evaluate all certified personnel assigned to their schools.
 - 4. Itinerant certified personnel will be evaluated in cooperation and consultation with the principals of each school.

PTGES Yearly Evaluation Timeline

Procedure	Dates
1. Orientation to the evaluation plan, including standards and performance criteria.	All teachers shall be trained on writing Professional Growth Goals within 30 days of employment.
2. Assess, review, revise and develop Individual Professional Growth Plan for the current school year.	Within the first 30 days (September 15) of the school year. Late hires will fall into timeline at point they are employed.
3 a. <u>Non-tenured Teachers</u> : Upon request, the evaluatee shall provide lesson plans and the evaluator shall conduct observations and formative evaluation conferences for collecting data regarding performance.	Three mini observations, including at least one peer observation followed by one full and a summative conference per school year. The summative conference will take place by April 15. Observation 1-Between 30 days after school begins and November 1 Observation 2- Between Nov. 1 - Dec. 15 Observation 3-Between Dec. 15 - Feb. 15 Final Observation - Between Feb. 15 - April 1 Late hires will fall into timeline at point they are employed.
3 b. <u>Tenured Teachers</u> : Upon request, the evaluatee shall provide a lesson plan and the evaluator shall conduct an observation and a formative evaluation conference for collecting data regarding performance	Three mini observations and one full observation followed by a formative conference and a summative conference. A mini observation must be completed during Years 1 and 2 of the cycle. A minimum of one mini observation, including one peer and one full must be completed during year 3 of the cycle. Peer observation will be conducted in the summative year. The summative conference will take place by April 15. Late hires will fall into timeline at point they are employed In order to adjust the number of observations, 60 consecutive instructional days must be missed.
3 c. <u>Non-teaching Certified Employees</u> The evaluator shall conduct an observation and a formative evaluation conference for collecting data regarding performance of non-teaching certified employees (librarians and counselors, administrators).	One formal observation followed by a formative conference and summative conference a minimum of once every 3 years. The summative conference will take place by April 15 (administrator summative conference will take place by June 15). Late hires will fall into timeline at point they are employed.
4. If requested, a teacher/ administrator may request observations by another administrator.	a. Must be submitted in writing to the evaluator no later than December 15 of the year in which the summative evaluation occurs. b. If no agreement of a third party is reached between the evaluator and evaluatee within five (5) days of the written request, the evaluator shall select the third party observer. Late hires will fall into timeline at point they are employed.
5. Additional observations/conferences/ growth (improvement or enrichment) /corrective action plans.	Based on needs as established by evaluator and evaluation process.
6. Appeal of summative conference results to Hazard Independent Schools Appeals Panel.	Request by evaluator/evaluatee within ten (10) days after summative conference.
7. Evaluator recommendation for non-renewal of contract.	Evaluator must make recommendation in writing to the superintendent no later than April 1.

Observation Schedule

Scheduled Observations:

Evaluators will conduct formal scheduled observations according to the yearly evaluation timeline as established by the evaluator.

Unscheduled Observations:

Additional unannounced observations of all certified staff may be conducted as considered necessary by the evaluator and data from informal, non-scheduled visits may be a part of the evaluation process.

Additional Observations:

Additional unannounced observations of all certified staff may be conducted as considered necessary by the evaluator and data from informal, non-scheduled visits may be a part of the evaluation process.

Monitoring of Non-Instructional Duties:

Non-instructional duties are referred to as parental involvement, school requirements, such as hall or extracurricular duty, professional behavior and all additional school/district requirements. These requirements are to be monitored consistently by the evaluator; data collected as needed, and may require scheduled observation and/or conferences.

Post-Observation/Formative Conferences

1. Within five working days following each scheduled and non unscheduled observation, the evaluator is to conduct a conference with the evaluatee. The results of the observation will be shared and a copy of the data given to the evaluatee.
2. During the post observation conference, the evaluator and evaluatee shall discuss the evaluatee's strengths and weaknesses as determined by the specific data regarding the performance criteria. If needed, a growth/corrective action plan for the evaluatee may be developed/revised during the post-observation conference.
3. At the conclusion of the formative and/or summative conferences, the teacher/administrator may file a written response within ten (10) working days. This response will be attached to the observation/ evaluation report and included in the teacher/administrator's file.
4. Separate conferences may be conducted or included in formative/summative conferences for non-instructional expectations and may include a review of records, teaching plans and school related events.
5. Conferences may also be initiated by the teacher in order to receive clarification, explain circumstances, review plans, plan professional development, and to receive general guidance.

- **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**
- **Follow above timeline schedule for Teachers and Other Professionals on a one year summative cycle.**
- **Follow above timeline schedule for Teachers and Other Professionals on a one year summative cycle.**
- **Late hires only will follow timeline schedule at point they report for employment, , the observation schedule or process to address late hires. PGP and self-reflection will follow guidelines of plan.**

Peer Observation

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

- All Teachers and Other Professionals will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the department approved training once every three years.
- All peer observation documentation will be accessed only by the evaluatee.
- Peer observations may be documented in CIITS or paper form if CIITS is not working.
- Peer Observers will be identified by appropriate administrators and complete department approved training.
- Peer Observers will be assigned to educators and OPGES by administrator's professional judgement.

Observation Conferencing

Pre-observation conferencing will be at the evaluator's discretion. Observers will adhere to the following observation conferencing requirements for teachers and other professionals. Evaluators will conduct post-observation conference within (5) working days. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Observer Certification

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

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

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

The established cycle for observation certification is as follows:

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

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

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:

- In cases where the supervisor is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, a principal from another building (certified through the proficiency system) will conduct the observation with the principal (modeling the process).
- Late hires will be enrolled in the Initial Certified Evaluation Training / State mandated training but until certification is complete a principal from another building (certified through the proficiency system) will conduct observations.
- Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

Observer calibration of the Observer Certification process based on the state approved observation certification will be completed in years two (2) and three (3) after certification. Observer recertification will be completed after year three (3).

Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district completes a calibration process each year where certification is not required (see chart under *Observer Certification*). This calibration process is completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

- **Observer calibration during years two and three of the Observer Certification process based on the department approved platform.**
- **Re-certification after year three.**
- **Observer calibration of the Observer Certification process based on the state approved observation certification will be completed in years two (2) and three (3) after certification. Observer recertification will be completed after year three (3).**
- **If Observer Certification scores a Red or Yellow rating the district will provide support through appropriate professional development activities as deemed necessary by supervisors . They will complete calibration until they meet appropriate level.**

Student Voice

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

- **All teachers/OPGES will participate in the state-approved Student Voice Survey annually with a minimum of one identified 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/OPGES and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.**
- **The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.**
- **The survey will be administered in the school.**
- **Survey data will be considered only when ten or more students are respondents. For teachers serving ten students or less, school administration will make efforts to ensure student participation in the survey. OPGES will be considered for students they serve.**
- **Infinite Campus Point of Contact will serve as POC for student voice.**
- **Appropriate administrator will determine student groups who will participate in the survey.**
- **Efforts will be made to ensure that all students are provided equal access, including student accommodations as needed.**
- **OPGES surveys thru Survey Monkey or paper/pencil will be conducted by students they serve.**

Products of Practice/Other Sources of Evidence

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

- **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

Student Growth

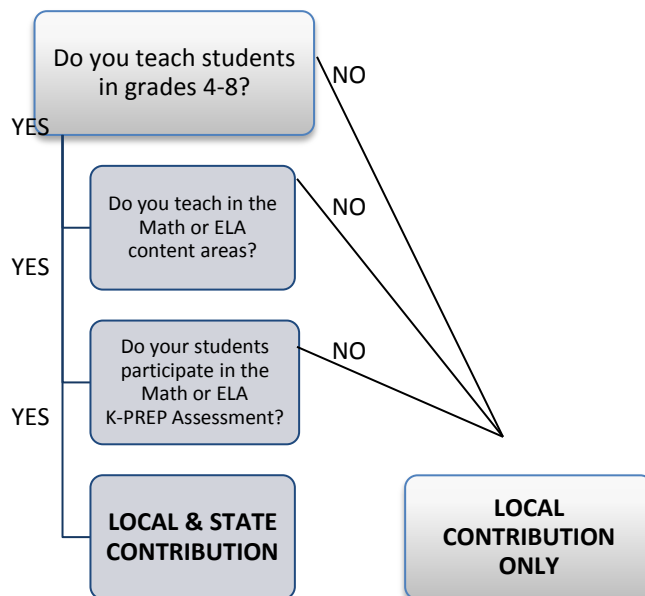
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

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

The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

The following graphic provides a roadmap for determining which teachers receive which contributions:



State Contribution – Median Student Growth Percentiles (MSGP) – (Math/ELA, Grades 4-8)

The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The rating will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education. OPGES will develop through collaboration a system (approved by supervisor) for MSGP.

***Local Contribution* – Student Growth Goals (SGG) –All teachers and Other Professionals**

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

Rigor-congruency to the Kentucky Core Academic Standards

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

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

Student Growth Goal Criteria

- The SGG is congruent with national standards for the area they serve 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.
- OPGES will follow state guidelines appropriate for grade levels and content areas.
- **Identify all criteria for Student Growth Goals.**
- **All teachers and other professionals will write a Student Growth Goal based on the criteria.**
- **Protocol for ensuring rigor**

- **Protocol for ensuring comparability**
- ♦ **OPGES will follow state guidelines appropriate for students.**

Rigor and Comparability of Student Growth Goals

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.

- **All teachers will write a student growth goal based on the criteria**
- **Protocol for ensuring rigor**
- **Protocol for ensuring comparability**

Comparability:

- Administration Protocol: The process to ensure rigor and comparability will be by using norm referenced test and other district approved assessments that measures an enduring skill such as Think Link/ Discovery Ed. have a pre and post-test.
- Scoring Process: Teachers develop goal in collaboration with principal. The goal is vetted thru PLC process to assure that the assessment is identifying enduring skill. If there is question, final decision will be made at district level.
- Appropriate administrators will approve the scoring processes and data collection.

Through this process of goal setting for student achievement, combined with persistent analysis and reflection, teachers will demonstrate their professional growth in practice and knowledge while meeting the needs of their students.

- Assessments must be chosen carefully to demonstrate a connection between the instructional practices of the teacher in the classroom and student learning.
- Teachers choose from assessments that closely align with the standards they are expected to teach and their goals for student growth. Assessments must be used to obtain both data for baseline establishment and determination of goal attainment. Teachers may select from such assessments as interim assessments, common assessments, classroom assessments, and student performance assessments, e.g. projects, products, portfolios.
- The student growth goal setting process aligns with other Kentucky initiatives including college and career readiness, 21st century skills, highly effective teaching and learning, assessment for learning, and implementation of a rigorous set of standards. The expectation is that a teacher's goals are evaluated (through collaborative conversation with an administrator) prior to implementation for a level of rigor that helps students meet mastery of standards. Therefore, a required component of the goal setting process is relevant authentic assessments, such as performance events that solicit students' critical thinking and problem-solving skills and require a high level of rigor.
- The student growth goal setting process enhances the use of teacher of record identification. Schools can gain a better picture of how practice at the classroom level impacts overall student achievement. For goal setting purposes, school rosters can easily identify the students in teachers' classrooms. Reflection on the results of goal setting can then connect to student achievement on other assessments, including interim and state assessment data as that data arrives at the school.
- The student growth goal setting process addresses the problem of timeliness with the return of state assessment data. Teacher goal setting and monitoring of results within the confines of a school year is more effective for promoting ongoing professional growth and reflection on practice. Such timeliness can

result in a greater impact on teacher effectiveness throughout a school year and in planning for the next instructional period.

- The student growth goal setting process resolves the issue of connecting student data to teachers in non-assessed areas. All teachers have local, state, and/or national standards or benchmarks for which their students should strive to master. In implementing the student goal setting process, teachers may use authentic assessments that demonstrate connection to those standards at a high level. Teachers may need to search out assessments or performance events developed by professional organizations (e.g., National Music Teacher Association) or to collaborate with other teachers to develop common assessments aligned with standards.
- The student growth goal setting process emphasizes embedded professional learning, requiring ongoing analysis; collaboration; and reflection on goal setting. Additionally, it keeps a teacher's Professional Growth Plan fluid and at the forefront of the teacher's professional learning.

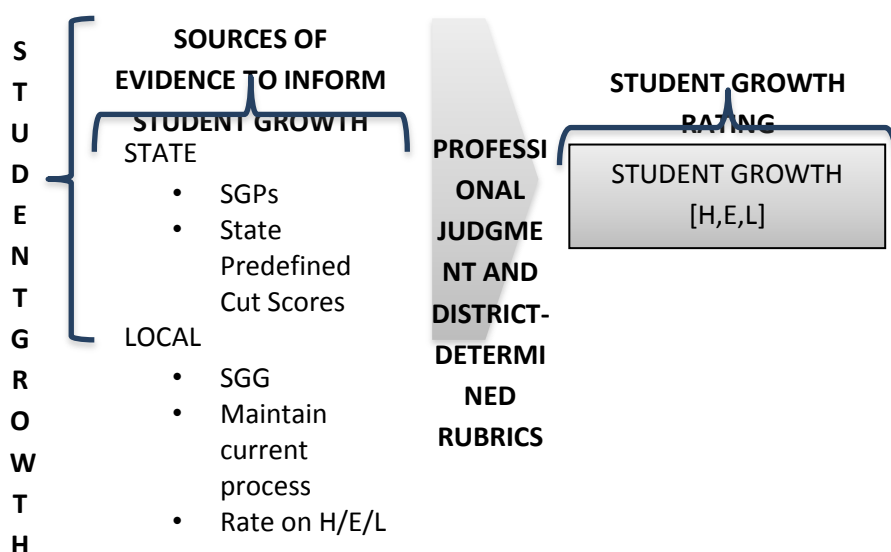
Rigorous, measurable goals provide a clear path for teachers and students to succeed. The goal setting process helps ensure that lesson design, implementation, and assessment result in learning for all students. See the Student Growth Goal Setting Template.

Teachers review baseline data to identify student areas of need and create a goal that measures the learning of all students. The goal spans a school year or complete course of study.

- Teachers collaborate with their supervisor/evaluator to establish the student learning goal. In addition, teachers may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
- Teachers establish a student learning goal that meets all SMART criteria and identify strategies and measures that will be used to determine success. They also specify what evidence will be provided to document progress toward goal attainment.
- Teachers complete the Student Growth Goal Setting Template in collaboration with their supervisor/evaluator. During the collaborative planning process, the teacher and supervisor/evaluator ensure that quality goal setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed. The SMART goal process is used in the development, implementation and monitoring of student growth goals.
- Teachers meet with the supervisor/evaluator to discuss progress toward the goal at mid-year and at the end of the year. The goal remains the same throughout the year, but strategies for attaining the goal may be revised.
- Teachers, along with their supervisor/evaluator, reflect on the results and determine implications for future professional growth planning.

Determining Growth for a Single Student Growth Goal (SGG)

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



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

Determining Growth for a Single Local Contribution Student Growth Goal

The process our district will use for determining the result of student growth (high, expected, low) and make sure they are rigorous and comparable goals and appropriate assessments are used for that rating. The rigor and comparability process should ensure a valid rating for determining student growth

- The process for determining student growth ratings as low, expected, and high will follow same protocol for comparability and rigor.
- The charts below will identify the indicators of determining growth.

Hazard Independent Schools
Decision Rules for Growth Component of Student Growth Goals

LOW	EXPECTED	HIGH
Achievement data from at least 2 points in time shows little to evidence of growth for students. Less than 50% of students showed growth.	Achievement data from at least 2 points in time shows clear evidence of growth for most (51-85%) students. 51-85% of all students showed measurable growth	Achievement data from at least 2 points in time shows evidence of high growth for all or nearly all (86% or more) students. 86% or more of students reached desired growth.

***These percentages are being used this year and data will be collected to determine if the percentages are rigorous enough to remain in place or need to be changed for 2016-2017**

Hazard Independent Schools
Decision Rules for Proficiency Component of Student Growth Goals

LOW	EXPECTED	HIGH
Below the interval constraints.	Interval constraints will be plus/minus 10% of goal.	Above the interval constraints.

Hazard Independent Schools
Local Student Growth Goal
OVERALL DECISION MATRIX

Proficiency	H	E	H	H
	E	E	E	H
	L	L	E	E
		L	E	H

Growth

For those teachers who receive a state percentile scores - math and ELA, grades 4 - 8, and a local student growth goal, the following decision rules will be used to rate yearly overall student growth as low, expected or high.

Hazard Independent Schools State Student Growth Goal OVERALL DECISION MATRIX

Proficiency	H	E	H	H
	E	E	E	H
	L	L	E	E
		L	E	H
Growth				

The following decision rules will be used when **multiple years** of student growth are available:

Overall Student Growth Rating

Each rating will be given a numerical weighting.

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

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

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50-2.49
High	2.50-3.0

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.

- 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

Determining the Overall Performance Category

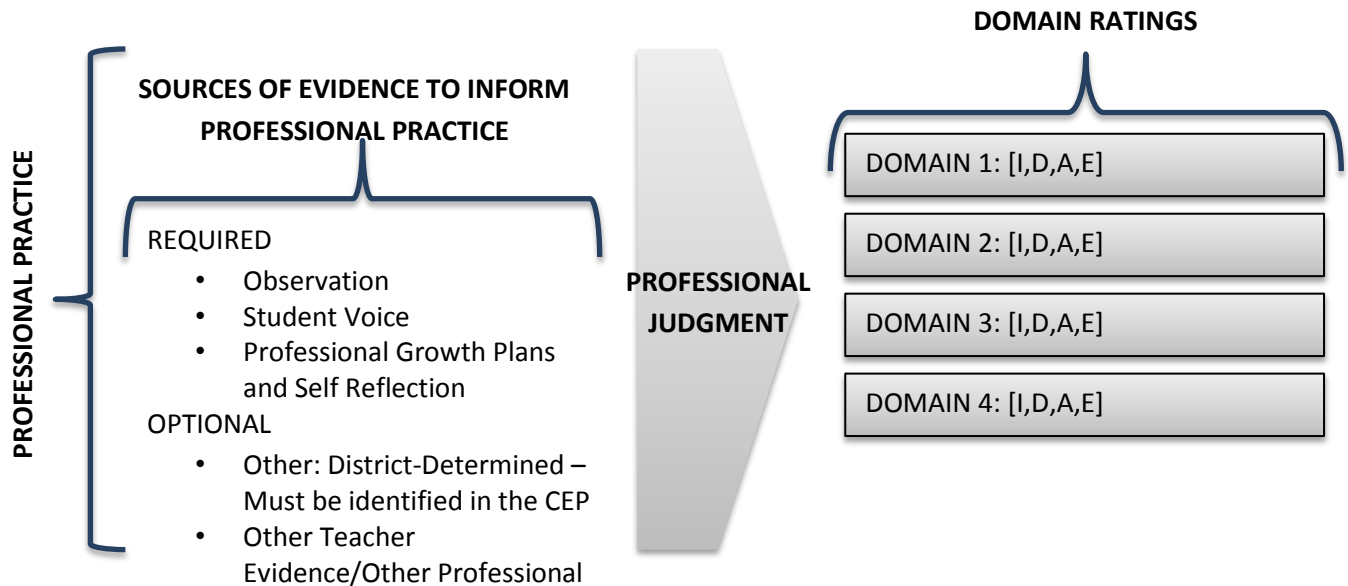
Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The evaluator determines the Overall Performance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

Rating Professional Practice

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

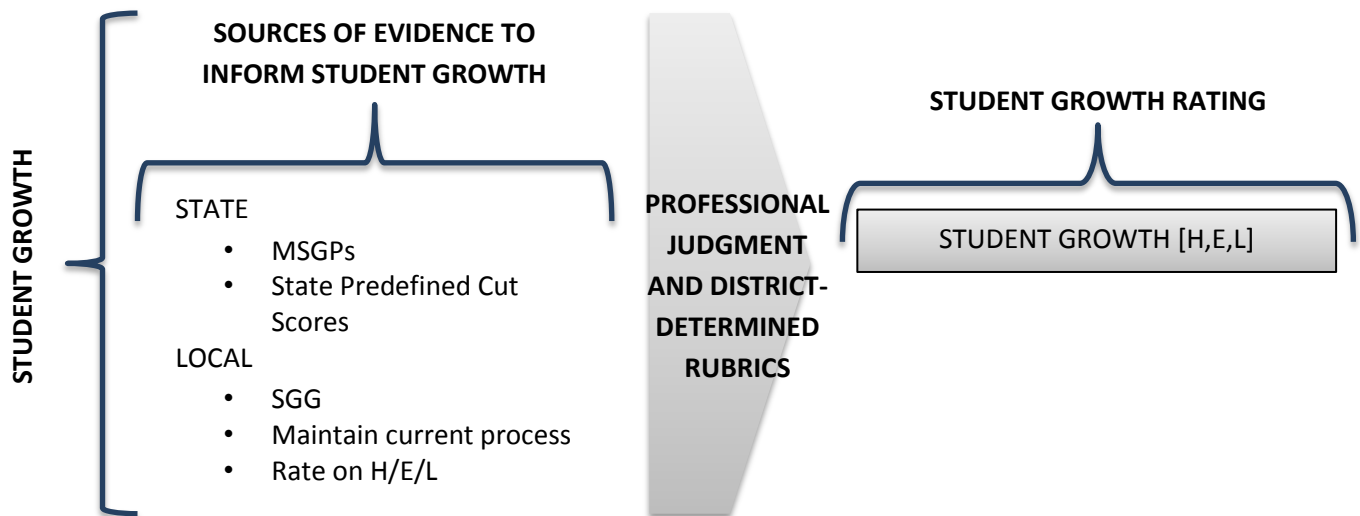
The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle.

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



Rating Overall Student Growth

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



- ◆ SGG and MSGP (when available) will be used to determine overall Student Growth Rating.

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

Determining the Overall Performance Category

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

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

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

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

- ♦ Use Local Student Growth Goal instrument to determine overall Student Growth Rating.
- ♦ Apply State Overall Decision Rules for determining educator's Overall Performance Category.
- ♦ All summative ratings must be recorded in the department-approved technology platform.

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

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

- ♦ Implement the Overall Performance Category process for determining effectiveness.

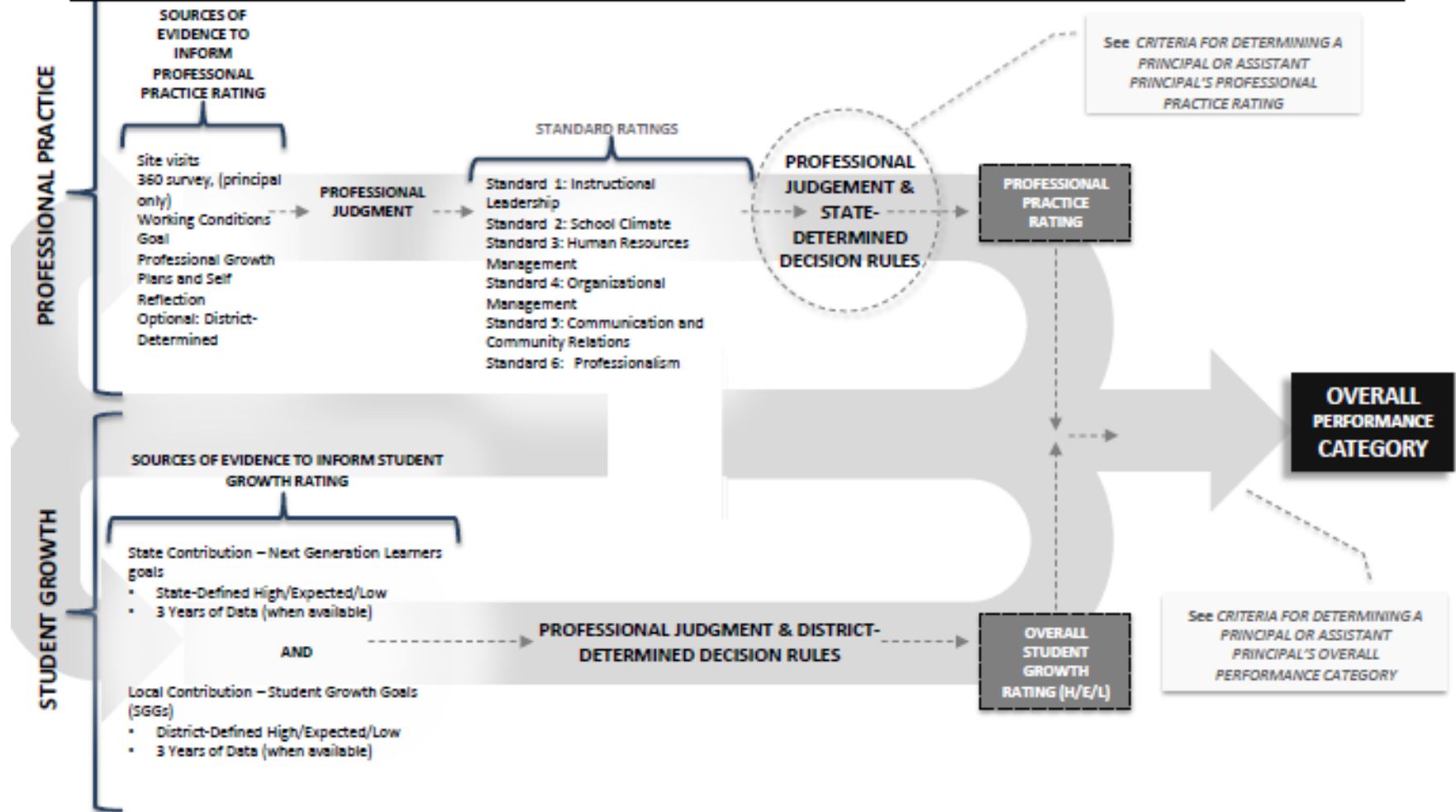
Professional Growth Plan and Summative Cycle

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

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

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

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



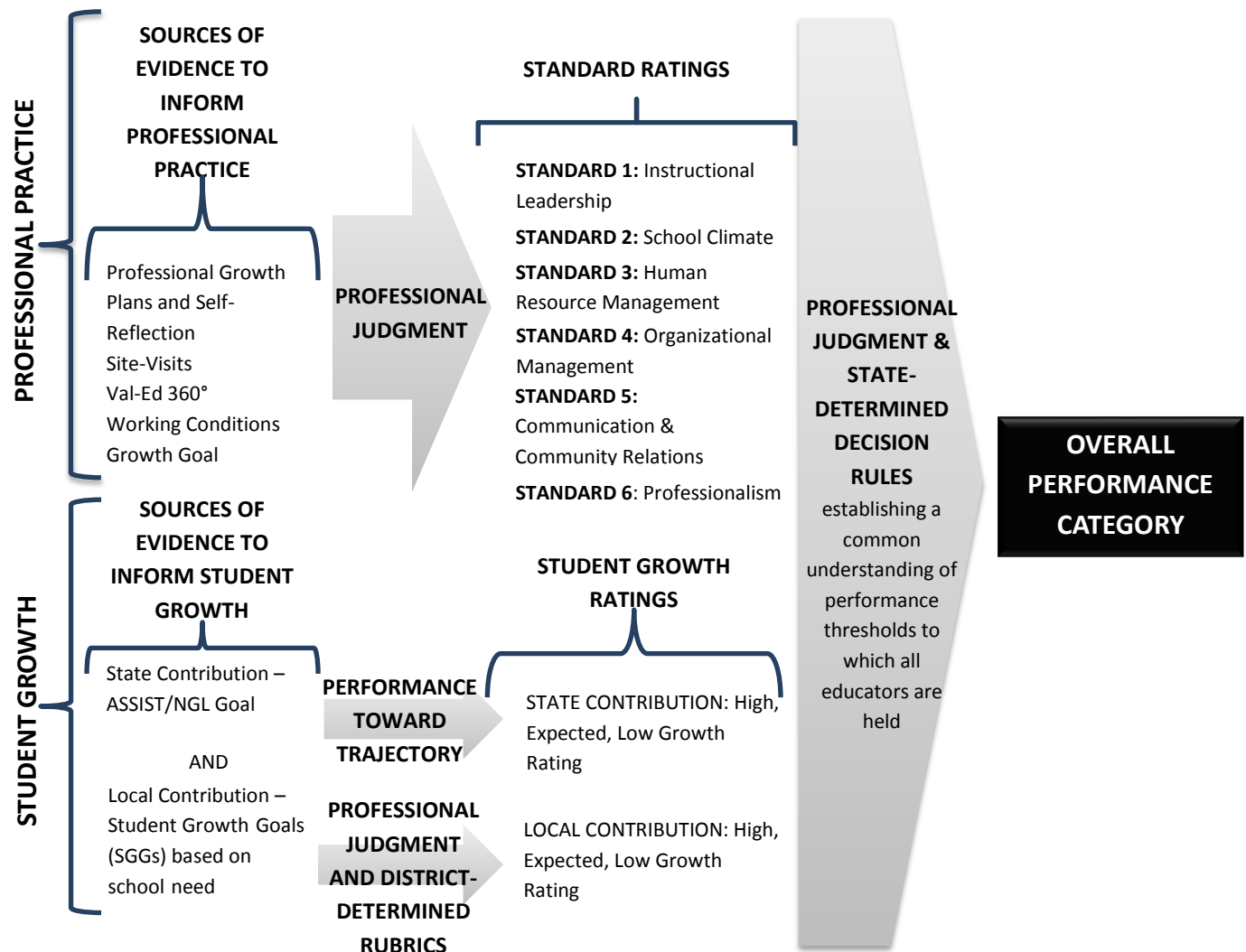
SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

Principal Professional Growth and Effectiveness System Components

Overview and Summative Model

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



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

Principal Performance Standards

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

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

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

Required Sources of Evidence

- ◆ **Professional Growth Planning and Self-Reflection**
- ◆ **Site-Visits**
- ◆ **Val-Ed 360°**
- ◆ **Working Conditions Goal**
- ◆ **State and Local Student Growth Goal data**

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

- ✓ **Other Measures of Student Learning**
- ✓ **Products of Practice**
- ✓ **Other Sources**

Professional Practice

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

Professional Growth Planning and Self-Reflection

Completed by principals & 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.**

PPGES Timeline

Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	Evaluatee
By August 1	<ul style="list-style-type: none">• Superintendent reviews expectations of PPGES	<ul style="list-style-type: none">• <i>Fulfills the 30 calendar day requirement for evaluation</i>	✓	
By September 30th	<ul style="list-style-type: none">• Principals/Assistant Principal conduct self-reflection on survey results and performance standards• Evaluator and Evaluatee collaboratively develop PGP• Principal and superintendent collaboratively set student growth goal	<ul style="list-style-type: none">• <i>Reflective Practice, Student Growth and Professional Growth, Working Conditions Planning Template District Approved Form</i>	✓	✓
			✓	✓
			✓	✓
Prior to mid-year review	Superintendents conduct site visit	<ul style="list-style-type: none">• <i>Observation/Site Visit Form</i>	✓	

By January 30	Mid-Year Conference with the principal including review of student growth goal, PGP, and documentation	<ul style="list-style-type: none"> • <i>Student Academic Growth Goal Setting Form</i> • <i>Reflective Practice, Student Growth and Professional Growth Planning Template</i> • <i>Documentation Form</i> • <i>Principal Mid-Year Performance Review</i> 	✓ ✓ ✓	✓ ✓ ✓
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By September 30 of each calendar year the principals/assistant principals must develop and complete self reflection and submit their respective professional growth plan. Late hires will develop their professional growth plan and reflection within thirty calendar days of hire date. Both principal and assistant principal will collaborate with their evaluator to develop the growth plans.

Local District Decision:

- ✓ **Explain the timeline for submission of Self-Reflection for principals/assistant principals.**
- ✓ **Explain the timeline for submission of PGP for principals/assistant principals.**
- ✓ **Describe how late hires will be addressed.**
- ✓ **Describe the process the district will use to document the development, approval and monitoring of self-reflection and the professional growth plan.**

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. Late hires will follow schedule protocol from time hired.

- Site Visits will be conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- Site Visit occur prior to the mid-year review (January 30) and before April 30 of each school year.
- Site Visits Range from watching how principals interact with others, to observing programs and shadowing
- Should include formal interview or less structured discussion of job
- Two per year; minimum duration of one hour including late hires.

Conferencing:

At least 3 conferences within one week of the site visit will take place between Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Conference
 - Purpose of the Meeting
 - Discuss reflections of data
 - Discuss and come to agreement on the Student Growth Goal and Action Plan
 - **Discuss reflections of the Principal Performance Standards**
 - Discuss and come to agreement on the Professional Growth Goal and Action Plan
 - Questions/Concerns/Comments
 - Set tentative date for Mid-Year Review
2. Mid-Year Review (Conference)
 - Purpose of the Meeting
 - Discuss first observation/site visit and provide feedback
 - Share progress toward Student Growth Goal
 - Share progress toward Professional Growth Goal
 - **Discuss documentation of each standard – determine if any other documentation is needed**
 - Questions/Concerns/Comments
 - Set tentative date for End of -Year Review
3. End-Of Year Review (Conference)
 - Purpose of the Meeting
 - Discuss second observation/site visit and provide feedback
 - Share progress toward Student Growth Goal
 - Share progress toward Professional Growth Goal
 - **Discuss progress of each standard – determine if any other documentation is needed on district approved form.**
 - 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.

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

- ♦ **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 all teachers in the school. The results of the survey will be included as a source of data to inform each principal's professional practice rating.
- ♦ The VAL-Ed 360 survey will be conducted at least once every two years in the school year that TELL Kentucky is not administered.
- ♦ It will provide feedback to principals that incorporate the input of critical members of the school's professional community. When the principal receives the report with the results of the assessment, he/she will analyze the report and compare his or her own ratings on each of the core components/key processes against the ratings given by teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he or she is excelling and the behaviors on which more work is needed.
- ♦ **Connection to the Principal Performance Standards**
- ♦ Principals will refer to the crosswalk between the VAL-ED Core Components and Key Processes and the Principal Performance Standards. This will help a principal to identify the performance standards in which he/she needs to grow and will be used as a data source in the development of the Principal Professional Growth Plan.
- ♦ VAL-ED ROLE GROUPS
- ♦ **District Administrator** superintendent or designee– The role of the district administrator is to oversee and monitor the implementation of the VAL-ED 360 process, including the distribution of teacher "letters" in hard copy to each principal and the superintendent/designee and the school teacher letters to each school VAL-ED Coordinator. This letter will contain an anonymous code for access to the online survey. Participants will be surveyed at three levels . . . supervisor(s), principal, certified teachers. The district administrator will establish and communicate the VAL-ED window of administration and individual school will choose a teacher to organizing the method for teachers to complete the survey. Anyone absent during the survey will be required to complete the survey as soon as possible to meet the deadline.
- ♦ **School VAL-Ed Coordinator**-The school Val-Ed Coordinator serves as a liaison between district and school in administrator to train, identify how the school will organize for the teacher survey and to distribution teacher codes. Each school will develop and publish the process for taking the VAL-ED that accommodates teacher schedules and assures all teachers participate in the survey.
- ♦ **Superintendent** - The superintendent will receive an access code to be able to monitor the survey process and reports. Individuals completing the survey remain anonymous through an access code process but the superintendent, as well as the District Administrator, will be able to see the response rates and reports. The reports are not final until the survey window is closed. For this reason, it is imperative that the superintendent wait until this time before printing/using the report data. The individual principal data/report is personnel sensitive and should not be shared with anyone not designated as the primary supervisor.
- ♦ **Supervisors** – The district may elect to have up to three district staff complete the survey for an individual principal. This will include the primary supervisor, who makes final decisions regarding employment and recommendations for growth. One to two additional supervisors (district office staff who also work closely with the principal, such as assistant superintendents, instructional supervisors, Title I coordinators, special education directors, etc.) may also complete a survey for individual principals. This is a district level decision made by the primary supervisor.

- ♦ **Principals** – Each principal will also complete a survey specifically designed for principals. The District Administrator will distribute a letter containing an access code to each principal. The principal will also receive an email with access information to the final report. Late hires will participate if employed prior to the Val-Ed window
- ♦ **Certified Teachers** – All certified teachers assigned to a specific school should complete the online survey designed specifically for teacher input. Teacher’s surveys are anonymous and the district/principal does not have access to individual teacher responses. This is supported by the use of individual access codes distributed in a random manner by district personnel - not the school principal.

Working Conditions Goal

Goal inherited by Assistant Principal

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

Required:

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

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.

Working Conditions Growth Goal Setting Process

Principals are responsible for setting a (one) 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey. The Goal will be recorded on the district ***Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template (in the appendix)***. The Principal, in collaboration with their superintendents/designee, will review the results from the TELL Kentucky Survey.

1. Principals will identify a TELL survey question that indicates a need for growth and will then identify additional TELL survey questions that may have similar results.
2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in the appendix)
3. Next, the principal will develop a Working Conditions Growth Goal statement that will identify a measurable target that the principal will set and will be addressed during the next 2 school years.
4. A rubric will be completed, by the principal and superintendent that will set the goal target for Accomplished. The rubric will also establish what will constitute reaching Exemplary.
5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.
6. Ongoing reflection and modification of the strategies when needed.

DEVELOPMENT OF THE WORKING CONDITION RUBRIC and MID-POINT REVIEW

After the Working Condition Goal has been collaboratively developed by the Principal and Superintendent/Designee, an accompanying Rubric and/or Criteria for assessing the goal will be created. This rubric will be also become a collaborative effort using the categories of Ineffective, Developing, Accomplished and Exemplary. The Accomplished category will be a + or – 10%.

Accomplished =+ or-10%

Exemplarily-above the goal

Developing=been the baseline and the goal

At or below the baseline

In the example below a principal has identified a WCG area and set a goal of an increase from 21% to 50% agreement on an identified question (s). The rubric with a built in range of + or-10% would be

Ineffective	Developing	Accomplished	Exemplarily
21% or below Agreement	22%-44% Agreement	45%-55% Agreement	Above 55% Agreement

Principals will conduct a survey using the identified questions from the tell survey as an interim measure of growth and for data for mid-year review and end-of year review in Non-TELL Administration years. *See conference criteria and PPGES timeline.

Additional Data Sources to Inform TELL Goal to be determined by Principal and Superintendent/Designee and could include:

- VAL-ED and other Surveys
- Documentation
- School Comprehensive Plan
- Discipline Reports
- Teacher and Student Absenteeism
- Parent Communications
- Other

Products of Practice/Other Sources of Evidence

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

Products of Products of Practice/Other Sources of Evidence

Principals/Assistant Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains. These evidences include but are not limited to.

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes

- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- ELIA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules

Student Growth

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

State Contribution

ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory - *Goal inherited by Assistant Principal*

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

The Student Growth measure is comprised of two contributions: a STATE contribution and a LOCAL contribution. Both Goals are inherited by the Assistant Principal and at least one goal must be based on Gap Population. The local goal may be developed to parallel the State Contribution.

STATE GROWTH GOAL:

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. If a school does not receive state level data, the principal will construct two local goals.

For all three levels -- elementary, middle, and high schools -- those goals/objectives are:

- ✓ Decreasing achievement gaps between disaggregated groups of students
- ✓ Increasing the average combined reading and math K-PREP scores

Middle and High Schools must also address:

- ✓ Increasing the percentage of College and Career Ready students
- ✓ Increasing the average percentage of freshman graduation

Principals will find these Assist goals and objectives in their School Report Card.

They will select ONE 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 to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. For example, if the original goal and trajectory is to decrease the achievement gap from a 2012 percentage of 45 to 15 percent by 2017, the principal and superintendent may decide to simply divide the 30 percent difference evenly and set an objective of decreasing the achievement gap in the 2013-2014 school year by 6 percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent.

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF or HERSELF will implement – not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

Required:

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

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. Each principal will be required to develop one local growth goal.

Local Goal Setting Process:

- Determine Need (Based on Data)
- Create specific growth goals based on baseline data
- Create and implement leadership and management strategies
- Create a rubric to determine goal attainment
- Monitor progress through on-going data collection
- Determine goal attainment

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

For each Student Growth Goal the district has developed process for determining high, expected, 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 and + or – 5 % and establish the acceptable range for student growth across the district.

Expected Growth: + or – 5%

High: More than 5% above goal

Low: More than 5%below goal

Required:

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

Local District Decision:

- ✓ Identify the number of local goals for principal
- ✓ Describe process to develop local goals.
- ✓ Describe process for determining high, expected, low growth.
 - Describe process for determining high, expected, low growth if multiple local student growth goals are required.

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.

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

Rating Overall Professional Practice

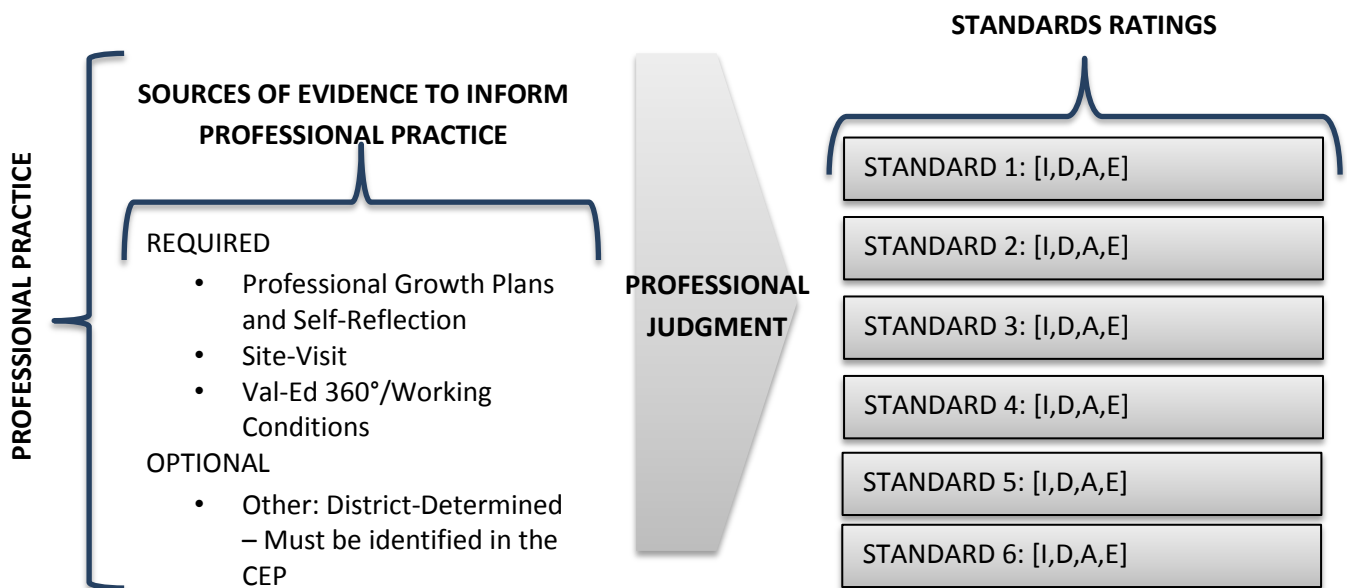
The Superintendent will adhere to timeline in the PPGES Timeline (PAGE). Rating will be placed in CIITS following state requirements.

**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

Required:

- ♦ Use decision rules to determine an overall rating.
 - ♦ Record ratings in the department-approved technology platform.
- ✓ Describe timelines for rating professional practice.



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

Rating Overall 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.

Overall Student Growth Rating

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

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

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

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

The total rankings will be averaged from the previous three years (if available) and applied to the following scale and recording in CIITS are required by the state.

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50-2.49
High	2.50-3.0

Determining Professional Practice

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

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

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

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:

- **Proposed by the Principal Effectiveness Committee**

Exemplary	"Shall" have a minimum of a directed growth plan	"Shall" have a minimum of a self-directed growth plan	"Shall" have a minimum of a self-directed growth plan
Accomplished		"Shall" have a minimum of a self-directed growth plan	
Developing	"Shall" have a minimum of a directed growth plan		"Shall" have a minimum of a self-directed growth plan
Ineffective	"Shall" have a minimum of a Corrective Action Plan (Evaluator Directed)		
	Low Growth	Expected Growth	High Growth

Rating Overall Student Growth

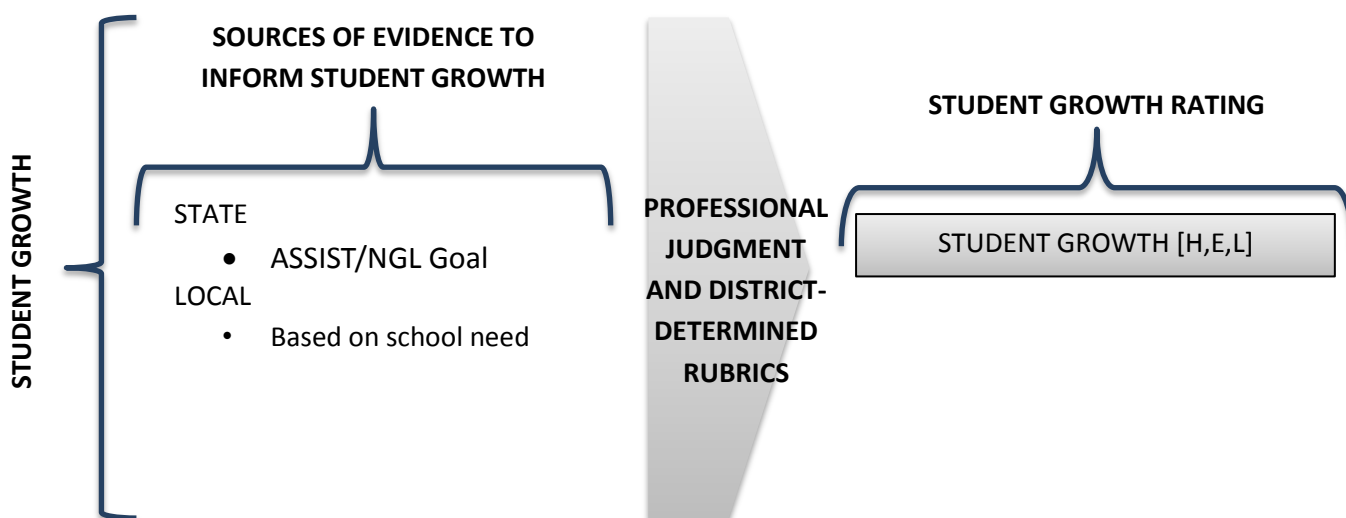
Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment to multiple evidences of student growth over time. Student growth ratings must include data from both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

Required:

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

Local District Decision:

- ✓ **Describe the process used to rate student growth including both state and local contributions.**



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

Growth Rating	Criteria
High	DISTRICT DECISION
Expected	
Low	

Determining the Overall Performance Category

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

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

Required

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

CRITERIA FOR DETERMINING A PRINCIPAL'S OVERALL PERFORMANCE CATEGORY

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

Professional Growth Plan and Summative Cycle

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

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

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.)

NOTICE: *This Local Evaluation Appeals Procedure is merely a **sample** that districts may consider as they develop their own PGES system plan. Districts are responsible for developing procedures for a local evaluation appeals panel that are consistent with the requirements of KRS 156.557 and 704 KAR 3:370. Districts are advised to review the requirements of KRS 156.557 and 704 KAR 3:370 as they develop procedures for evaluation appeals. KDE reserves the right to revise or amend this sample Local Evaluation Appeals Procedure at any time.*

Appeals/Hearings

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

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

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

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

Appeals Procedure

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

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.
3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent.

At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:

- If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
 - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
 - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
 - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
 - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

1. Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
2. The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
3. The hearing will adhere to the following format:
 - Reading of the written appeal by the LEAP Chairperson.
 - Questioning of the evaluatee and/or evaluator by the panel.
 - Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
 - Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
 - Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.

- Dismissal of hearing.
4. No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
 5. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
 6. Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
 - Rule in favor of the appellant, either in whole or in part;
 - Uphold the evaluation; or
 - Call for a second evaluation by a trained evaluator.
 7. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
 8. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.
 9. The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

Appeal Without A Hearing

1. If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
2. At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
3. Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has

occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:

- Rule in favor of the appellant, either in whole or in part;
 - Uphold the evaluation; or
 - Call for a second evaluation by a trained evaluator.
4. The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
 5. The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

All administrative staff including District Certified Personnel will be evaluated annually.

- Intern administrators shall follow all rules and regulations as set forth by 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR 3:345 and KRS 161:027. All other administrators will be evaluated annually.
- An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data and aligned with the goals and objectives of the school's consolidated plan.
- The summative evaluation for administrators will be completed by June 15.
- A copy of the summative evaluation report will be given to the administrator.
- The summative evaluation report will be placed in the administrator's file in the Central Office.

See Above



Hazard Independent Schools
Professional Growth and Effectiveness
Certified Evaluation Plan
705 Main Street
Hazard KY 41701
606-436-3911

Sandra Johnson
Superintendent

Mission: The mission of Hazard Independent Schools is to offer students a world-competitive education that will challenge their mind, inspire their hopes, and provide them with the opportunity to achieve their dreams.

Certified Evaluation Plan

Committee Members

Sandra Johnson, Superintendent

Donald “Happy” Mobelini, Principal HHS

James Hughes, Principal RGE

Kevin Combs, Principal HMS

Jon Day, HHS Counselor

Mark Dixon, HHS Teacher

Shelly Pulliam, HMS Teacher

Derek Allen, HMS Teacher