

# Mason County Schools

## CERTIFIED PERSONNEL EVALUATION PLAN

Approved July 10, 2017

For Implementation in the 2017-2018 School Year



# ROYALS

**Every Child, by Name and Face, to College, Career, and Life Readiness**

***MISSION STATEMENT: Mason County Schools, in partnership with the home and community, will educate and assist all students in reaching their maximum potential.***

**“EQUAL EDUCATION AND EMPLOYMENT INSTITUTION”**

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**Amended June 15, 2017  
By  
The Certified Evaluation Plan 50/50 Committee**

**Approved July 10, 2017  
By  
The Mason County Board of Education**

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**Mason County District Representatives**

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## ASSURANCES

### CERTIFIED EVALUATION PLAN

The Mason County School District hereby assures the Commissioner of Education that:

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

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

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

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually. All tenured teachers will be evaluated a minimum of once every three years.

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

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


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

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

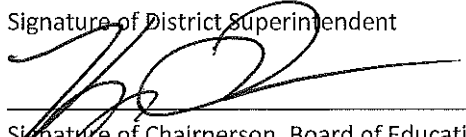
The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 11, 2015.

  
\_\_\_\_\_  
Signature of District Superintendent

May 11, 2015

  
\_\_\_\_\_  
Signature of Chairperson, Board of Education

May 11, 2015

## **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:** 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:** 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:** Certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice
  - b. Principals who are rated ineffective in professional practice
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
13. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
14. **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.
15. **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.

16. **Observer Updates:** 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.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
18. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
19. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance. **Principal:** 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.
20. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of **Senate Bill 1** and that uses clear and timely feedback to guide professional development.
21. **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.
22. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
23. **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.
24. **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.
25. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
26. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
27. **Teacher:** 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.
28. **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

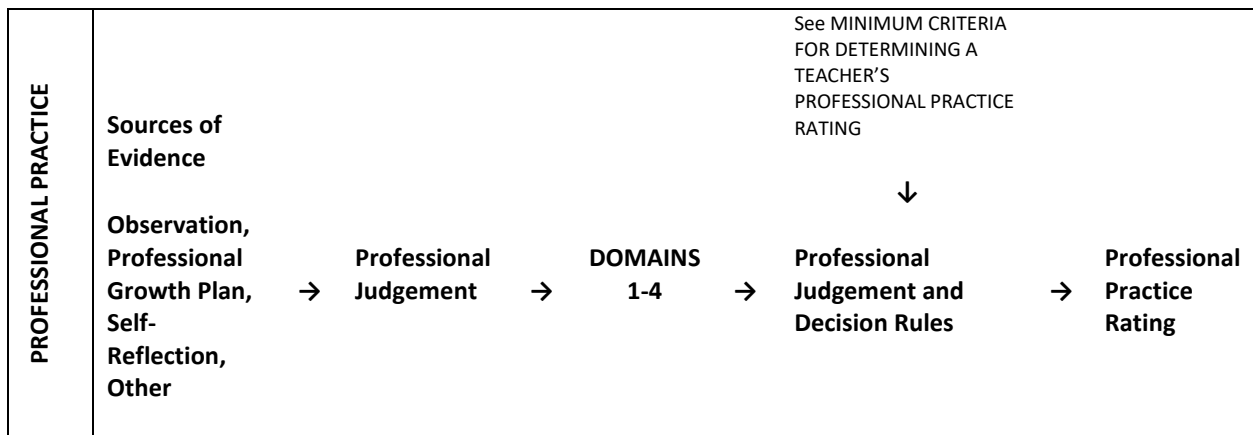
## **Local District Decision**

- ✓ 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 school/district approved technology platform.

# **PROFESSIONAL GROWTH AND EFFECTIVENESS MODEL FOR SUMMATIVE EVALUATION OF TEACHERS**

## **PROFESSIONAL PRACTICE RATING**





## SOURCES OF EVIDENCE/FRAHEWORK 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-Maintaina Classroom Procedures	2d-Managing Student Behavior	2e-Organizing Physical Space	3a-Communicating with Students	3b-Questioning & Discussion Techniques	3c-Engaging Students in Learning	3d-Using Assessment in Learning	3e-Demonstrating Flexibility & Responsive	4a-Reflecting On Teaching	4b-Maintaining Accurate Records	4c-Communicating With Families	4d-Participating in Profess. Learning Comm.	4e-Growing & Developing Professionally	4f-Showing Professionalism
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)					Observation									Evidence (pre and post conferences)								
	Professional Growth	Professional Growth Planning and Self Reflection																						
	Self-Reflection	Observation Other																						

# **Professional Practice**

## **Self-Reflection and Professional Growth Planning**

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

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

- ♦ **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**
- ♦ **Teachers will utilize the school/district approved data tool to:**
  - **Record self-reflections**
  - **Record professional goals and planning**

<b>Timeline and Monitoring of Self-Reflection for Teachers and Other Professionals Including New Hires</b>	
<b>Action</b>	<b>Timeline</b>
All teachers and other professionals who have been re-employed for the upcoming school year will complete the initial self-reflection	The last working day of the current school year
Teachers and other professionals will complete the initial self-reflection each year	First 30 working days (new hires only)
Teachers and other professionals will reflect on targeted areas*	Within 10 school days after each observation (Partial, Peer, Full)
Teachers and other professionals will submit the final self-reflection	April 15 – One year cycle professionals May 15 – Three year cycle professionals
Teachers and other professionals may reflect more often based on their professional decisions and/or that of their supervisor	Ongoing

*\*Targeted areas to be identified by evidence/data collected from observations, student voice, professional growth plan, etc.*

Timeline and Monitoring of Professional Growth Planning for Teachers and Other Professionals Including New Hires	
Action	Timeline
All teachers and other professionals who have been re-employed for the upcoming school year will complete the initial professional growth goal(s)* and action plan*	The last working day of the current school year
Teachers and other professionals will complete the initial professional growth goal(s)* and action plan* each year	First 30 working days (new hires only)
Teachers and other professionals growth goal(s) will be approved by the supervisor	First 45 working days
Teachers and other professionals will reflect on the professional growth plan	Within 10 instructional days after each observation (Partial, Peer, Full)
Teachers and other professionals may reflect more often based on their professional decisions and/or that of their supervisor	Ongoing

\*Teachers and other professionals who are in the summative year will refer to the matrix on page 47 **35** to determine their professional growth plan goal(s) and their evaluative cycle following their summative conference and rating.

## **Observation**

The observation process is one source of evidence to determine educator effectiveness that includes supervisor observation for each certified teacher and other professional. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice.

## **Observation Model**

The observation model must fulfill the following minimum criteria:

**Supervisors will record observation data using school/district approved data tool.**

**In situations where the three-year cycle evaluatee does not report for work for 60 or more consecutive days the following protocol will be followed:**

- There will be a reduction of observation if the absence occurs during the summative year and time allows the remaining observations to be rescheduled
- The summative year will be deferred to the following school year if the full observation and remainder of partial observations cannot be rescheduled for the current year
- The supervisor will inform the superintendent in writing of the need to defer the summative year to the following school year and the rationale for the deferral

**In situations where the one-year cycle evaluatee does not report for work for 60 or more consecutive days the following protocol will be followed:**

- There will be a reduction of two walk-through observations and time allows the remaining observations to be rescheduled
- The summative year will be deferred to the following school year if the full observation and remainder of partial observations cannot be rescheduled for the current year
- The supervisor will inform the superintendent in writing of the need to defer the summative year to the following school year and the rationale for the deferral

## **Observation Schedule**

**Observations may begin after the evaluation training. Training for teachers and other professionals is required to occur within 30 calendar days of reporting for employment each school year.**

<b>One Year Cycle for Teachers and Other Professionals</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline</b>
Walk-through (5 – 15 min.)	Minimum of 10 per cycle	Supervisor	As determined by supervisor
Partial (20-30 min.)	Optional by supervisor	Supervisor	As determined by supervisor
Full	Minimum of 1 per cycle (others may occur as determined by the supervisor)	Supervisor	Completed by April 1 <sup>st</sup> of each cycle year

<b>Three Year Cycle for Teachers and Other Professionals</b>			
<b>Summative Year</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline</b>
Walk-through (5 – 15 minutes)	Minimum of 5 over three years and 1 per year	Supervisor	As determined by supervisor
Partial (20-30 minutes)	Optional by supervisor	Supervisor	As determined by supervisor
<b>Formative Years</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline</b>
Walk-through (5 – 15 minutes)	Minimum of 5 over three years and 1 per year	Supervisor	Completed by May 15 <sup>th</sup> of formative year
Full	Optional by Supervisor	Supervisor	As determined by supervisor
Partial (20-30 minutes)	Optional by supervisor	Supervisor	As determined by supervisor

<b>One Year Cycle for Late Hires of Teachers and Other Professionals before October 1<sup>st</sup> of Each Year</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline</b>
Walk-through (5 – 15 minutes)	Minimum of 10 per cycle	Supervisor	As determined by supervisor
Partial (20-30 min.)	Optional by supervisor	Supervisor	As determined by supervisor
Full	Minimum of 1 per cycle	Supervisor	By April 1 <sup>st</sup> of the cycle year

<b>One Year Cycle for Late Hires of Teachers and Other Professionals between October 1<sup>st</sup> and the Holiday Break</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline</b>
Walk-through (5 – 15 minutes)	Minimum of 8 per cycle	Supervisor	Completed between the 15 <sup>th</sup> instructional day and winter break
Partial (20-30 min.)	Optional by supervisor	Supervisor	Completed between January 1 <sup>st</sup> and April 1 <sup>st</sup> of each cycle year
Full	Minimum of 1 per cycle	Supervisor	By April 1 <sup>st</sup> of each cycle year

<b>One Year Cycle for Late Hires of Teachers and Other Professionals after January 1<sup>st</sup> of Each Year</b>			
<b>Observation Type</b>	<b>Frequency</b>	<b>Observer</b>	<b>Timeline</b>
Walk-through (5 – 15 minutes)	Minimum of 7 per cycle	Supervisor	Completed between January 1 <sup>st</sup> and April 1 <sup>st</sup> of each cycle year
Partial (20-30 min.)	Optional by supervisor	Supervisor	Completed between January 1 <sup>st</sup> and April 1 <sup>st</sup> of each cycle year
Full	Minimum of 1 per cycle	Supervisor	By April 1 <sup>st</sup> of each cycle year

## ***Observation Conferencing***

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

<b>Observation Conferencing – Teachers and Other Professionals*</b>						
<b>Pre</b>	<b>Observer</b>	<b>Observation Type</b>	<b>Conference Type Required</b>	<b>Other Requirements</b>	<b>Focus</b>	<b>Timeline</b>
	Supervisor	Partial Announced	As determined needed by the supervisor	Lesson Plan and/or Pre-Observation Form	Targeted Areas from Domains 2 and 3	As determined needed by the supervisor
	Supervisor	Walk-through	None	None	Targeted Areas from Domains 2 and 3	As determined by the supervisor
	Supervisor	Full	Face-to-Face	Lesson Plan, and/or Pre-Observation Form	Focused on but not limited to Domains 2 and 3 of the Frame-work for TPGES, Domains 1-4 of Frame-work for OPGES	No Earlier than 5 Working Days Prior to Observation

<b>Observation Conferencing – Teachers and Other Professionals*</b>							
<b>Post</b>	<b>Observer</b>	<b>Observation Type</b>	<b>Conference Type Required</b>	<b>Other Requirements</b>	<b>Focus</b>	<b>Revisions Required</b>	<b>Timeline</b>
	Supervisor	Partial Announced (Optional)	Face-to-Face and/or Electronic	Post-Observation Form	Targeted Areas from Domains 2 and 3	Self-Reflection and PGP	No Later than 5 Working Days After the Observation
	Supervisor	Walk-through	Face-to-Face and/or Electronic	E-mail Feedback Form	Targeted Areas from Domains 2 and 3	Self-Reflection and PGP	No Later than 5 Working Days After the Observation
	Supervisor	Full	Face-to-Face	Post-Observation Form	Domains 2 and 3 of the Frame-work for TPGES, Domains 1-4 of Frame-work for OPGES	Self-Reflection, PGP, and SGG	No Later than 5 Working Days After the Observation

### **Summative Conferencing – Teachers and Other Professionals**

- 1-year cycle teachers and other professionals will be completed by April 15 of each year
- 3-Year cycle teachers and other professionals will be completed by May 15 of the summative year
- Supervisors must record summative ratings in the school/district approved platform

### **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 receive 6 hours of additional training (EILA) each year to remain eligible as a certified evaluator. This training will be provided locally and will be centered around Domains 2 and 3.

### **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)**
- ◆ **self-reflection and professional growth plans**
- ◆ **other (see below)**

**Other products of Practice (documented in the locally approved technology platform) may include, but are not limited to:**

- ☐ 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
- ☐ Others – as agreed upon by supervisor and evaluatee

## **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. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, and decision rules that establish a common understanding of performance thresholds to which all educators are held.

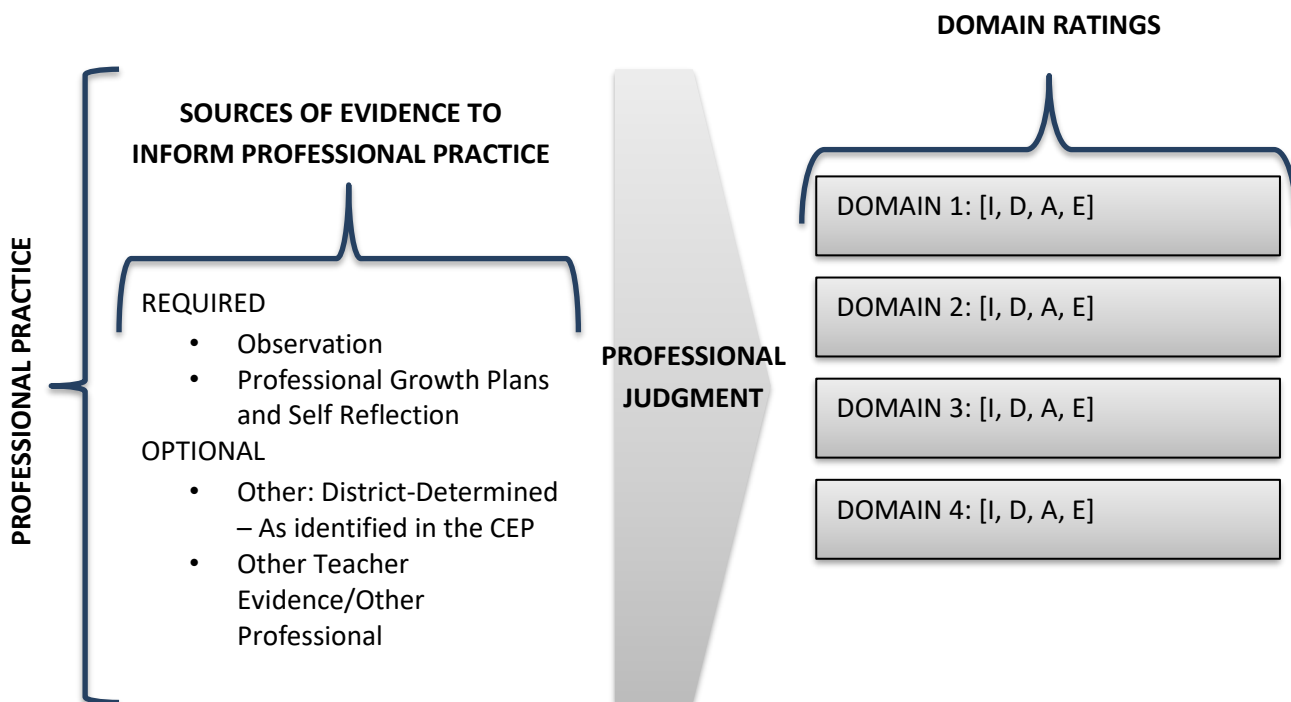
### **Rating Professional Practice**

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.

- ♦ **A summative rating will be provided for each domain based on evidence**
- ♦ **All ratings shall be recorded in the school/district approved technology platform**

### **Determining the Performance Category**





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

- ♦ The individual domain ratings are determined through the use of sources of evidence and professional judgment.
- ♦ Decision Rules are applied to determine an educator's Professional Practice rating.

**CRITERIA FOR DETERMINING A TEACHER'S OR OTHER  
PROFESSIONAL'S PROFESSIONAL PRACTICE RATING**

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

## **Professional Growth Plan and Summative Cycle**

Based on the overall Professional Practice 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			
ACCOMPLISHED	EXEMPLARY	DEVELOPING	INEFFECTIVE
<b>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal set by teacher with evaluator input</li> <li>• One goal must focus on low student growth outcome</li> <li>• Formative review annually</li> </ul>		<b>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) Determined by Evaluator</li> <li>• Goals focus on professional practice and student growth</li> <li>• Plan activities designed by evaluator with teacher input</li> <li>• Summative Review</li> </ul>	<b>UP TO 12-MONTH IMPROVEMENT PLAN</b> <ul style="list-style-type: none"> <li>• Goal(s) determined by evaluator</li> <li>• Focus on low performance area</li> <li>• Summative at end of plan</li> </ul>

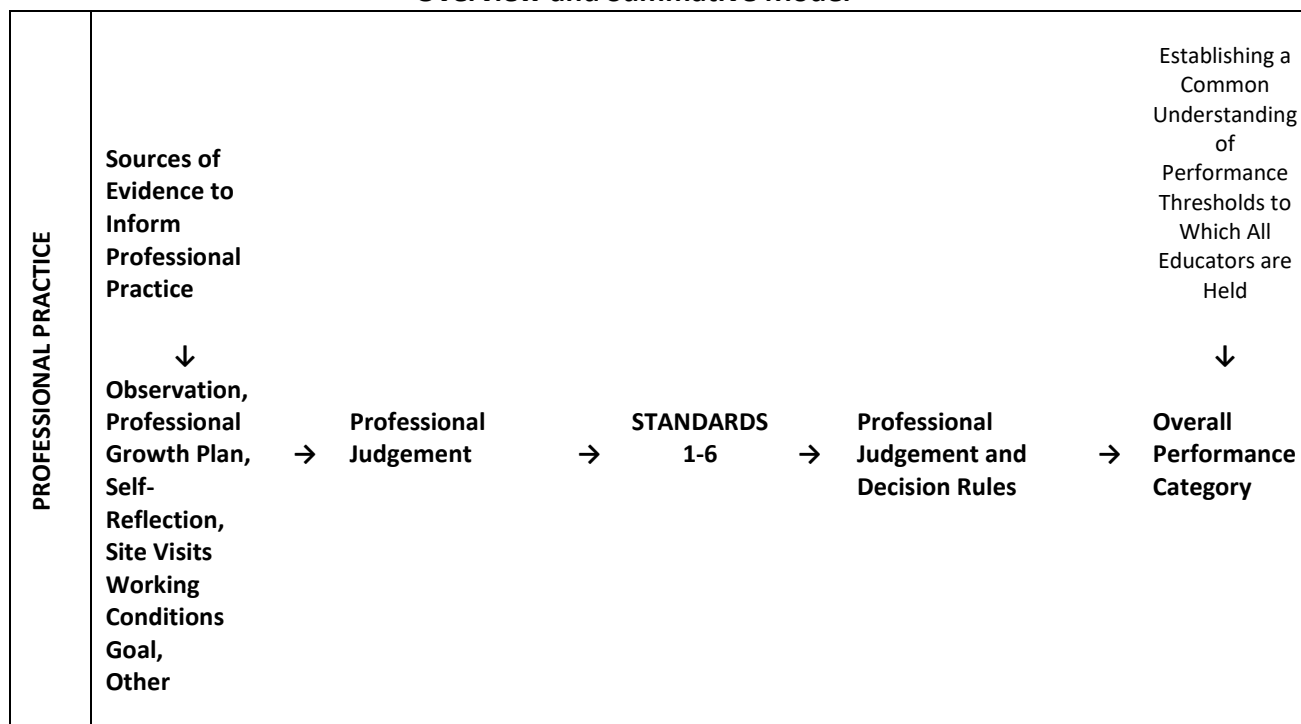
**A teacher or other professional whose overall performance category falls in the Ineffective sector of the above chart will automatically be placed on a Certified Assistance Plan.**

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

# Principal Professional Growth and Effectiveness System Components

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

## Overview and Summative Model



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.

## SOURCES OF EVIDENCE/FRAMEWORK FOR PRINCIPAL/ASST PRINCIPAL

		Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communication and Community Relations	Professionalism
STANDARDS		<i>The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.</i>	<i>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</i>	<i>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</i>	<i>The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.</i>	<i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	<i>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</i>
Sources of Evidence to Inform Professional Practice	Site Visits	Observation ; District Identified Evidence (conferences)	Observation		District Identified Evidence (conferences)		
	Professional Growth	Professional Growth Planning and Self Reflection					
	Self-Reflection	Instructional Leadership	School Climate	Human Resources Management	Organizational Management	Communications and Community Relations	Professionalism
	Working Conditions Goal	TELL Kentucky and 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
	School Culture	Superintendent 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	

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**
- ♦ **Working Conditions Goal**

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

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

## **Professional Practice**

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

### **Professional Growth Planning and Self-Reflection**

#### **Completed by principals and assistant principals**

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

- ♦ **All principals will participate in self-reflection and professional growth planning each year.**
- ♦ **All assistant principals will participate in self-reflection and professional growth planning each year.**
- ♦ **All Assistant Principals will be evaluated by the Principal.**

Principals and Assistant Principals will submit their self-reflection to their immediate supervisor within 30 working days of reporting for work (i.e. July 1 for principals, assistant principals start dates may vary).

Principals and Assistant Principals will submit their Professional Growth Plan within 45 working days of reporting for work.

Late hires will be addressed using the timelines stated above.

Principals and Assistant Principals will submit their self-reflection and professional growth plans via the district approved data tool.

### **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.

- ♦ **Site visits will be conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)**

- **Identify timeline for site-visits:** One site visit must occur before the holiday break. The second site visit must occur between January 2 and June 30.
- **Describe conference expectations following site visits:** Following each site visit a post –visit conference must be conducted within five working days. During this conference the following topics will be addressed:
  - Self-Reflection
  - PGP Progress
  - Working Conditions Goal Progress
  - Evidence relevant to the 6 Principal Standards

**Describe how late hires will be addressed:** Any administrator hired prior to December 1 will have two site visits. The first site visit must occur before January 31. The second site visit must occur between February 1 and June 30. Any administrator hired after January 1 must have both site visits completed by June 30.

**Describe how the evidences of site-visits will be documented:** Evidences collected from site visits will be recorded in the state approved technology platform or the district approved data tool.

## **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.

- **Developed following the completion of the TELL Kentucky Survey.**
- **Minimum of one two-year goal.**
- The principal is responsible for developing one (1) 2-year Working Conditions Goal based on the most recent TELL Kentucky Survey.
- The goal must include the main question of focus, the current percentage, and the goal percentage.
- The principal will develop a rubric outlining the percentages representing low, expected, and high growth utilizing the chart below and submit the rubric to the superintendent/designee for approval.

<b>Working Conditions Goal Rubric</b>			
<b>Goal</b>	<b>Low Growth</b>	<b>Expected Growth</b>	<b>High Growth</b>
____%	Below ____%	____% - ____%	Above ____%



- ♦ The principal will develop an action plan that outlines specific steps and processes that will be implemented to reach the goal and submit the action plan to the superintendent/designee for approval.
- ♦ Progress toward the Working Conditions Goal will be addressed at each site visit conference. The principal will present formative data that shows how he/she is progressing toward goal attainment.
- ♦ The principal may present feedback from the any surveys administered locally through the school council, PTSO, etc.
- ♦ The evidences of the Working Conditions Goal will be documented in the district approved technology platform or the district approved data tool.

### **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.

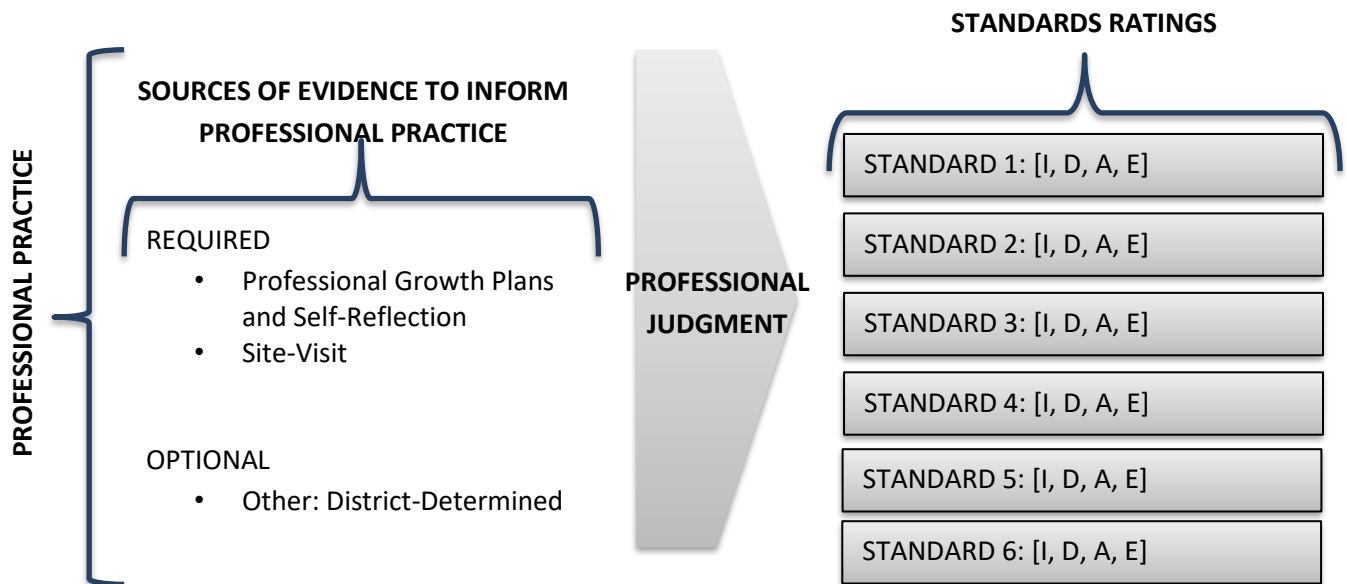
#### **Other sources of evidence that can be used to support educator practice.**

- ♦ SBDM Minutes
- ♦ Faculty Meeting Agendas and Minutes
- ♦ Department/Grade Level Agendas and Minutes
- ♦ PLC Agendas and Minutes
- ♦ Leadership Team Agendas and Minutes
- ♦ Instructional Round/Walk-through documentation
- ♦ Budgets
- ♦ EILA/Professional Learning experience documentation
- ♦ Surveys
- ♦ Professional Organization memberships
- ♦ Parent/Community engagement surveys
- ♦ Parent/Community engagement events documentation
- ♦ School schedules
- ♦ Others: as agreed upon by supervisor and principal

## **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.

The summative review of the overall performance of the principal shall occur by June 30 of each year.



A principal's/assistant principal's Performance Category is determined by the evaluator based on the principal's ratings on each standard. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard.

## **Professional Growth Plan and Summative Cycle**

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

PROFESSIONAL GROWTH PLAN MODEL FOR PRINCIPALS AND ASSISTANT PRINCIPALS			
PROFESSIONAL PRACTICE			
ACCOMPLISHED	EXEMPLARY	DEVELOPING	INEFFECTIVE
Shall have a minimum of a Professional Growth Plan developed by the Evaluator		Shall have a minimum of a Professional Growth Plan developed by the Evaluator	Shall have a minimum of a Professional Growth Plan, for the duration of up to one year, developed by the Evaluator

## **District Administration Personnel (Central Office)**

The Mason County Certified Evaluation Plan approved July 10, 2017 will continue in effect for central office assigned administrators until such time as PGES standards are adopted for central office administrators.

## **THE APPEALS PROCESS (All Certified Positions except Superintendent)**

**1. All certified school employees, except the Superintendent, have the right to a local appeal panel hearing regardless of the rating on the evaluation. The Superintendent must make his/her appeal to the Mason County Board of Education or through a judicial process.**

**2. The appeals panel shall consist of three certified employees of the Mason County School District.**

- Two (2) panel members will be elected by and from the certified employees of the district. Each principal will inquire about volunteer(s) for their school who would be willing to serve on the appeals committee, if elected. Names of the nominees will appear on a district ballot. The two certified staff members receiving the most votes will serve as committee members and the next two runners-up will serve as alternates. This shall occur prior to July 1<sup>st</sup>. All terms of panel members shall be for one (1) year and run from July 1 to June 30.
- One (1) panel member shall be appointed by the Mason County Board of Education.
- One (1) alternate shall be appointed by the Mason County Board of Education.
- The chairperson of the appeals panel shall be the certified employee appointed by the board.
- No panel member shall serve on any appeal on which he/she was the evaluator, or any appeal brought by the member's immediate family as defined in Mason County Board Policy 03.1232.
- No panel member shall serve on any appeal, which has been filed against his/her immediate supervisor.

**3. An appeal by a certified employee shall meet the following guidelines.**

- A. An appeal shall be signed and submitted on the approved form to the District Personnel Director within five (5) working days of receipt of the summative evaluation.
- B. The appeals review panel will review the appeal notification and any documentation supplied by either the evaluator or evaluatee at that time and set a time and place for the hearing. Both the evaluator and the evaluatee will be notified in writing of the date and time of the hearing.
- C. The evaluatee has the right to a trial-type hearing. Witnesses shall be sworn by a person authorized to administer oaths under the statutory law of Kentucky. Witnesses shall be questioned in direct examination, cross-examination, redirect examination, and recross-examination.
- D. The evaluatee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the evaluatee and may present written records and/or witnesses that support the summative evaluation.
- E. The Mason County Board of Education and the District Evaluation Appeals Panel do not have statutory authority to issue subpoenas for witnesses. The evaluator and the evaluatee will need to make arrangements to have their witnesses present to testify at the hearing.

- F. The evaluator and/or evaluatee shall submit six (6) copies of any written documents that party wants considered by the appeals panel at least five (5) working days prior to the scheduled hearing.
- G. The evaluator and evaluatee shall have a right to receive a copy of all documentation submitted to the appeals panel for their own review at least three (3) working days prior to the scheduled hearing.
- H. The evaluator and the evaluatee shall each have the right to the presence of a chosen representative(s) and to present witnesses.
- I. Evaluation appeals hearings shall be closed unless the appellant requests an open hearing. If the hearing is closed, only panel members, the evaluatee, the evaluator, legal counsel or representative, and the current witness may be present.
- J. The panel shall, at the hearing, consider all written documentation and (interview) hear the evaluatee, evaluator, and all witnesses.
- K. The Mason County School District shall provide for a taped report of the proceedings at the appeals hearing.
- L. The panel shall, after hearing both parties and considering all written documents submitted, make a recommendation to the Superintendent within fifteen (15) working days from the date the appeal is filed.
- M. In appeals where the Superintendent was the evaluator, the panel's recommendation shall go to the Mason County Board of Education.
- N. A certified employee may appeal to the Kentucky Board of Education if they feel the local district has not implemented the evaluation plan in accordance with the approval given by the Kentucky Department of Education.

## **Appeals Procedures and Forms**

### **Procedures for Selecting Appeals Panel Members**

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- A. The Mason County Board of Education will appoint one (1) central office representative and one (1) alternate to the Mason County School District Appeals Committee by July 1<sup>st</sup>.
- B. The schools will elect two (2) certified panel members from a district ballot to serve on the appeals committee by July 1<sup>st</sup>. The two (2) runner-up candidates will serve as alternates.
- C. An alternate will serve on the panel if:
  - A member of the regular panel member's immediate family brings an appeal;
  - The appeal involves one of the panel member's immediate supervisors – (principal or assistant principal)
- D. The chairperson of the appeals panel shall be the certified employee appointed by the board.

## **Appeals Procedures**

### **A. The appellant (evaluatee) will:**

1. Submit the appeals notification on the approved form to the District Personnel Director.
2. Sign and date the notification.
3. File the notification within five (5) working days of the summative evaluation.
4. Submit six (6) copies of any documents to be offered for consideration at the hearing at least five (5) working days prior to the scheduled hearing.
5. Provide for legal counsel or representative for the appellant, if so desired.
6. Provide for the appearance of witnesses for the appellant (the appeals panel does not have subpoena power)
7. Determine if the hearing is to be “closed” or “open” (if closed, only panel members, the appellant, the evaluator, legal counsel or representative and the current witness may be present).
8. Bear the burden of proof.

### **B. The Superintendent or his designee will:**

1. Receive the signed and dated Notification of Appeal.
2. Convene the appeals panel to set a date, time, and place for the hearing.

### **C. The Mason County School District Appeals Panel will:**

1. Review the Notification of Appeal.
2. Set a date, time, and place for the hearing.
3. Receive copies of all documents to be considered at the hearing at least five (5) working days prior to the hearing and provide copies to both parties at least three (3) working days prior to the scheduled hearing.
4. Conduct the hearing in a trial type setting (witnesses will be questioned on direct examination, cross-examination, re-direct examination, and re-cross examination).
5. Hear the appeal
  - Review all documentation
  - Hear the appellant
  - Hear the evaluator
  - Hear all witnesses
6. Provide for a taped report of hearing proceedings to both appellant and evaluator.
7. Make a recommendation on the appeal to the Superintendent within fifteen (15) working days from the date of the appeal.
8. Make a recommendation on the appeal to the Mason County Board of Education, if the Superintendent was the evaluator, within fifteen (15) working days from the date of the appeal.

### **D. The evaluator will:**

1. Submit six (6) copies of any documents to be offered for consideration at the hearing at least five (5) working days prior to the scheduled hearing.
2. Provide for the appearance of witnesses for the evaluator (the appeals committee does not have subpoena power).

**E. The Mason County School District will:**

1. Provide a person with the authorization to administer oaths under the statutory law of Kentucky.
2. Provide for legal counsel or representative for the evaluator.
3. Provide assistance to the evaluator in providing for the appearance of witnesses.
4. Provide the technology needed to produce a taped account of the hearing.

**F. The Superintendent will:**

1. Receive the panel's recommendation.
2. Take such action as permitted by law as she/he deems appropriate or necessary.

**G. A certified employee may:**

1. Appeal to the Kentucky Board of Education if they feel the local district has not implemented the evaluation plan in accordance with its' approval by the Kentucky Department of Education.

**Mason County Schools  
Evaluation Appeals Hearing Request Form**

I, \_\_\_\_\_, have been evaluated by  
\_\_\_\_\_ during the current school year  
evaluation cycle.

My disagreement with the findings of the summative evaluation has been  
thoroughly discussed with my evaluator. I respectfully request the Mason County School  
District Evaluation Appeals Committee to hear my appeal.

My appeal challenges the summative findings on:

<input type="checkbox"/>	Substance
<input type="checkbox"/>	Procedure
<input type="checkbox"/>	Both Substance and Procedure

The date of the summative conference was \_\_\_\_\_.

The date the evaluator was notified of my intent to appeal was \_\_\_\_\_.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

This form shall be presented in person or by mail to the Mason County School District Personnel Director within five  
(5) working days of the summative conference.



## **Mason County Schools Certified Assistance Plan (CAP)**

### **Introduction**

The key to excellent schools and student achievement is having the best staff in appropriate positions. Most research provides evidence that only one to two percent of the staff has difficulty performing at an acceptable level in the classroom. The school district must provide a program for improving the skills of certified employees whose overall performance rating is designated as Ineffective.

Initiation of a teacher assistance program reflects Mason County's commitment to teacher efficacy (i.e., the belief that a teacher has the power to identify his/her problems and develop solutions to these problems). School districts have a responsibility to communicate with individuals about the necessity of improving performance in the classroom.

### **Purpose**

The Certified Assistance Plan is a systematic approach to provide additional support and feedback to certified employees whose overall performance rating is Ineffective. The goal of the program is to improve the evaluatee's skills to an Accomplished rating on the district certified evaluation plan.

### **Composition of CAP Team**

The Certified Assistance program is a team effort with a focus on the teaching/coaching process. The team is comprised of the following individuals:

- the building level evaluator (principal)
- the supervisor of instruction or other administrator
- the superintendent or superintendent designee
- one peer mentor teacher who is appointed by the principal after consultation with the evaluatee.

### **Overview**

The following plan, known as the Certified Assistance Plan (CAP) outlines the following:

- General Guidelines for CAP Process (Instructional Emphasis)
- Due Process for Evaluatee and CAP Team
- Outcomes of CAP
- Guidelines for CAP Team Related to Ineffective/Low Rating

### **General Guidelines for CAP Process (Instructional Emphasis)**

1. Formal evaluation contacts increase to twelve visits during the school year by the CAP team (Four (4) visits for each committee member).
2. The CAP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revised. (The CAP team may determine that developing a new professional growth plan would be preferable to adding to or revising the Corrective Action Plan). (The area(s) targeted will relate to instruction and obstacles that are impeding student learning and achievement).

3. The employee will be given time to improve his/her performance. (Six months is considered a minimal amount of time).
4. The CAP Team will provide resources and ideas in the areas identified for professional growth.
5. The evaluatee will conference with the CAP Team member after each observation. After each round of observations, the team will jointly confer with the evaluatee concerning progress in targeted area(s).
6. A written summary will be provided to the certified employee at each of the joint conferences.
7. The CAP team will require a teacher/administrator portfolio that addresses instructional needs and reflects application of ideas in the classroom setting. Samples of quality student work should be included in the teacher portfolio.

#### **Due Process Guidelines**

1. *The discrepancy/concern has been made known to the certified evaluatee and it reasonably relates to the efficient/orderly operation of a school and/or the improvement of student achievement.*
2. *The certified evaluatee was notified in writing about the discrepancy/concern. Furthermore, the evaluatee was notified of possible consequences.*
3. *A fair and objective evaluation program was used with the evaluatee being provided with additional assistance to target areas of discrepancy/concern.*
4. *Specific data was used to determine and verify the situation.*
5. *Results from the process were consistent with the situation.*
6. *The evaluatee's previous record was considered and the recommended outcomes are consistent with that afforded other certified employees of the school in similar circumstances.*

### Outcomes of the CAP Process (Instructional Emphasis)

At the conclusion of the CAP process, the team will reach consensus regarding the progress of the evaluatee and subsequent actions/expectations. The following chart summarizes the three possible outcomes.

OUTCOMES RATING	ACTION
<b>Accomplished</b> <i>(Satisfactory progress has been made)</i>	The immediate supervisor will monitor yearly formal and informal observations and evaluations
<b>Developing</b> <i>(Improvement is still needed)</i>	The CAP team will continue to monitor and evaluate. Observations/evaluations will decrease to six (6). General guidelines for the CAP process continue to be applicable.
<b>Ineffective</b> <i>(Progress has not been satisfactory)</i>	The CAP team recommends dismissal/demotion proceeding according to Board policy.

### Guidelines for CAP Team Meetings Related to Ineffective Overall Rating

*The following guidelines are for testifying in a hearing or court appearance:*

1. *Make a total disclosure of facts—no surprises.*
2. *Specify only facts that can be supported by documented evidence (ignore hearsay or make believe)*
3. *Answer what is asked. Don't ramble or elaborate beyond the question asked of you.*
4. *Listen to the entire question.*
5. *Think before you speak.*
6. *Have the question restated or rephrased, if necessary.*
7. *Speak for yourself. (Don't guess about what others might think or say).*
8. *Be truthful and straightforward. (Don't avoid the issues and don't be intimidated. You are a professional).*
9. *Refer only to the reasons officially stated as cause for termination. (Don't try to make reference to other causes).*
10. *Be sure you:*
  - A. *Have and follow a formal, Board-adopted evaluation system;*
  - B. *Follow the corrective action plan with the belief that you will help most certified employees*

## **Mason County Schools**

### **Procedures for Corrective Action Plan**

*This plan is to be completed by the employee (with goals determined by the evaluator) in collaboration with the immediate supervisor. The individual corrective action plan is developed when an evaluatee receives a rating of Ineffective on the summative evaluation or when an immediate change is required in teacher behavior.*

#### **1. Review Status**

- ♦ Review summative evaluation
- ♦ Review most recent professional growth plan
- ♦ Discuss domains/components where evaluatee received a rating of Ineffective and/or where an immediate change in behavior is required

#### **2. Domains/Components and Objectives**

- ♦ Identify the domains/components where evaluatee received a rating of Ineffective on the summative evaluation
- ♦ Identify objectives related to the standards targeted

#### **3. Procedures and Activities for Achieving Objectives**

- ♦ List the specific activities to be done to accomplish objective(s)
- ♦ Identify the support personnel that will be needed to assist with activities

#### **4. Appraisal Method and Target Dates**

- ♦ Identify how progress will be measured concerning objective
- ♦ Identify target dates for accomplishing activities

#### **5. Provide opportunity for comments by Employee and Supervisor (Optional)**