

# MAGOFFIN COUNTY SCHOOLS



## CERTIFIED EVALUATION PLAN

Magoffin County

CEP

2017-18

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# ASSURANCES

## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Magoffin School District hereby assures the Commissioner of Education that:

An evaluation committee composed of an equal number of teachers and administrators developed this evaluation plan.

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

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on \_\_\_\_\_.

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

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

**The Magoffin County Public School district is committed to utilizing a certified professional growth and effectiveness plan that is based on the belief that successful learning and effective teaching are supported by a meaningful system of professional learning and growth. In keeping with this philosophy, the Magoffin County Certified Professional Growth and Effectiveness Committee have developed the Professional Growth and Effectiveness Plan. Teachers and administrators make up the committee of dedicated professionals with an equal representation.**

**The members of the committee are:**

**Names of the 50/50 Committee and their role (teacher or administrator)**

**Administrators**

**Christopher Meadows-High School Principal  
Willie Cole- Salyersville Grade School Assistant Principal  
Keith Isaac-North Magoffin Elementary Principal**

**Teachers**

**Robbie Hoskins- Herald Whitaker Middle School  
Margie McCoy- South Magoffin Elementary  
Melinda Owens- North Magoffin Elementary**

**Evaluation Contact Person: Angela Skaggs**

**Superintendent: Scott Helton**

# **District Professional Growth and Effectiveness Plan**

## **Professional Growth and Effectiveness System**

### **Professional Growth and Effectiveness System – Certified Teacher**

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

#### **Roles and Definitions**

1. **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. **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 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.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
15. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

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



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

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

- 38. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
- 39. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
- 40. **Evaluatee:** District/School personnel being evaluated
- 41. **Peer Observation:** Observation and documentation by a trained certified school personnel.
- 42. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
- 43. **Self-Reflection:** means 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
- 44. **Student Voice:** the state-approved student perception survey, administered each year, that, provides data on specific aspects of the classroom experience and of teaching practice.
- 45. **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)

### **Local District Decision**

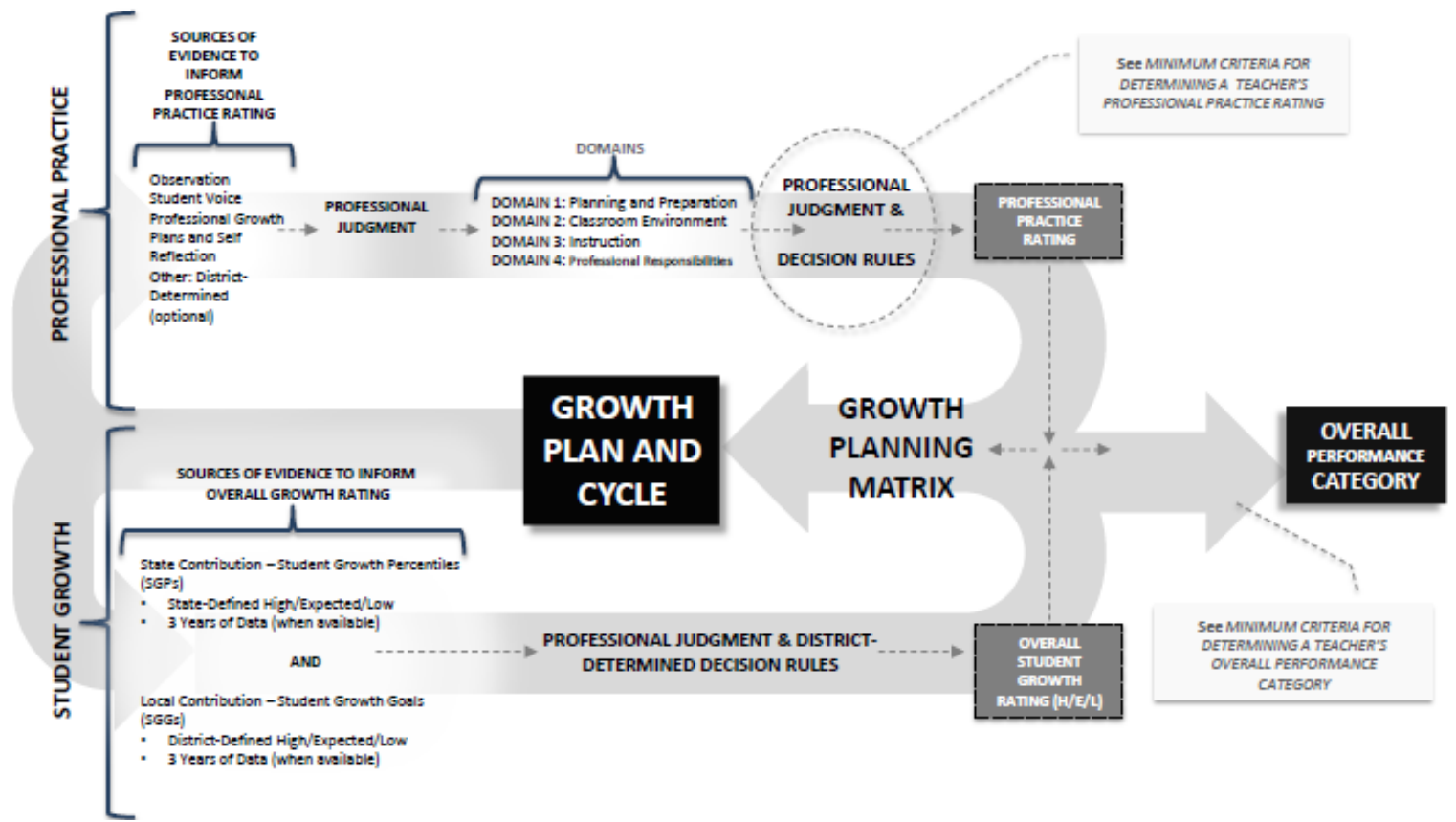
#### **Additional Evidence to Support Assessment of Professional Practice**

- ✓  Program Reviews
- ✓  Team-developed curriculum units
- ✓  Lesson plans
- ✓  Communication logs
- ✓  Timely, targeted feedback from mini or informal observations
- ✓  Student data
- ✓  Student work samples
- ✓  Student formative and/or summative course evaluations/feedback

- ✓  Minutes from PLCs
- ✓  Teacher interviews
- ✓  Parent engagement surveys
- ✓  Records of student attendance
- ✓  Records of teacher attendance
- ✓  Video lessons
- ✓  Professional development certificates/agendas
- ✓  Action research projects
- ✓ 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 would 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



## SOURCES OF EVIDENCE/FRAMWORK FOR TEACHING ALIGNMENT

FRAMEWORK for TEACHING (FFT)	Domain	Planning & Preparation					Classroom Environment				Instruction				Professional Responsibilities							
	Component	1a -Knowledge of content/pedagogy	1b-Demonstrate knowledge of students	1c- Setting Instructional Outcomes	1d-Demonstrates knowledge of resources	1e-Designing Coherent Instruction	1f- Designing Student Assessment	2a-Creating Env. of Respect & Rapport	2b-Establish Culture of Learning	2c-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
SOURCES OF EVIDENCE To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)					Observation				Evidence (pre and post conferences)											
	Student Voice						Kentucky Student Voice Survey															
	Professional Growth	Professional Growth Planning and Self Reflection																				
	Self-Reflection	Professional Growth Planning and Self Reflection																				
	Peer Observation						Observation															

# **Professional Practice**

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

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

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

### **Required**

- **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**

### **Local District Decision**

District will utilize state approved platform for documentation or district-approved forms, which are included in the Appendix. All documentation will be kept on file electronically.

- All teachers and other professionals will document self-reflection and professional growth in state approved platform or use district approved forms.
  - Self-Reflections and Professional Growth Plans should be rooted in evidence/data collected from observations, student voice, peer observations, etc.

### **Timeline and Monitoring for Self-Reflection---Teachers and Other Professionals**

- **Will utilize state approved platform or district approved forms to record self-reflections.**
- **Will complete their self-reflection within 30 days of the first student attendance day each year or within the first 30 instructional days if hired during the school year.**
- **May reflect more often based on their professional decision and/or that of their supervisor.**

### **Timeline and Monitoring for Professional Growth Planning---Teachers and Other Professionals**

- **Will utilize state approved platform or district approved forms to record growth goals and planning.**

- Will complete their professional growth goal and action plan (PGP) and receive principal approval by the 45<sup>th</sup> day of student attendance (or within a 45 instructional day window if hired during the school year).
- Should update their implementation plan and strategies around their PGP as necessary (e.g. development of student growth goals and action plan, observations, student voice survey and other times based on tier professional judgment and/or that of their supervisor). Modification to the PGP shall be reviewed and approved by the supervisor.

## **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. The peer observer gives no ratings. 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 Schedule**

### **Required**

- **Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.**
- **The Magoffin County observation schedule is determined by the type and length of educator plan and cycle for teachers and other professionals.**

### **Local District Decision**

### **One Year Educator Plan Schedule**

- Two observations will be conducted (may begin after the evaluation training takes place with the first 45 days of reporting for employment).
  - **One Formal observation in the Fall and one Formal in the Spring**
  - **The two observations will be conducted by a supervisor. However, an additional mini or full peer observation may occur if requested by the teacher.**
  - **The final observation will be conducted during the second semester but before April 30<sup>th</sup>.**
  - **Additional observations may be conducted if the supervisor chooses to do so.**

### **Three Year Educator Plan Schedule**

**Teachers will adhere to the following schedule, which will occur during their final year of the cycle:**

- ◆ A minimum of 1 observation conducted by the supervisor will occur during the third year. If requested by the teacher, an observation may be conducted by the peer.

- ◆ Additional observations may be conducted during the three-year cycle if the administrator chooses to do so.

All observations will be documented in state approved platform or district approved documents.

### **Late Hires**

Teachers and other professionals who are hired after the beginning of school:

- According to PGES regulation, district may reduce the number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluatees who do not report for work sixty (60) or more consecutive school days.
- If a teacher or other professional evaluatee does not report to work for 60 or more consecutive school days the minimum observations for that evaluatee will be one full observation conducted by the evaluator of that evaluatee.

### **Peer Observation**

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

#### **Required**

- **All Teachers and Other Professionals may ask to 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.**
- **Only the evaluatee will access all peer observation documentation.**

#### **Local District Decision**

- All teachers will complete the state developed training once every three (3) years.
- Failure to complete peer training may result in a professional growth goal developed in this area.
- All required peer observations will be documented in state approved platform or use district approved forms.
- All trained teachers will be placed in a pool for Principals to select as peer observers. This pool will utilize peer observers to serve within or across departments in school, district or virtually. The principal may also decide to utilize peer observers in more of a mentoring capacity where teachers with identified weaknesses observe other teachers who are strong in those areas.
- The building level administrator will assign peer observers at the school level. The maximum caseload that can be assigned to one peer is five (5).

### **Observation Conferencing**



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

**Pre-Observation Conferencing is not a requirement. However, the principal or teacher may request a Pre-Observation Conference in writing.**

- It is recommended prior to a peer observation, the two teachers discuss ‘look fors’ during the observation to guide the observation.
- Pre-Observation Document will be used for observation and is included in **Appendix**.

**Post Observation Conferencing**

- Post conferences must be face to face and take place within five (5) working days of each observation.
- Post conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. **Appendix:** Post Observation Conference Document.
- Post observation conferencing, after a mini observation, may target particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle prior to May 15<sup>th</sup>.

**Observation Schedule**

- Orientation: The criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel no later than 45 days of reporting for employment of the school year.
- Observations must be completed by April 30<sup>th</sup> of the school year.

<b>MAGOFFIN COUNTY SCHOOLS FIRST SEMESTER IMPLEMENTATION/CONFERENCING TIMELINE **</b>	
<b>Procedure</b>	<b>Dates</b>
Orientation to the evaluation plan, including standards and performance criteria.	No later than 45 calendar days of employees reporting for work.
All certified staff will begin self-reflection reflecting on his/her current growth needs based on data and identifies an area of focus. (Using state approved platform or district approved forms.)	August/September
Self-reflections completed.	Within the the first 30 instructional days.
Develop individual professional growth plan.	September/October
Individual professional growth plan completed.	Within the first 45 instructional days.

Conduct observations and conferences for collecting data regarding performance of non-tenured teacher interns.	Three observations and post observation conferences per school year following KTIP requirements.
Pre-observation document for all observations.	Document will be due One (1) to Three (3) instructional days prior to 1 <sup>st</sup> observation.
First observation (Principal-Full)	First Semester
Post observation conference and document.	Within 5 instructional days of observation.
Peer pre-observation document.(Requested)	One (1) to Three (3) instructional days prior to observation.
Post observation conference and document.	Within 5 instructional days of observation.
<b>MAGOFFIN COUNTY SCHOOLS SECOND SEMESTER IMPLEMENTATION/CONFERRING TIMELINE**</b>	
<b>PROCEDURE</b>	<b>DATE</b>
Pre-observation document.	One (1) to Three (3) instructional days Prior to Observation.
Second observation window (Principal-Full for 1 year teachers).	Second Semester
Post observation conference and document.	Within 5 instructional days of observation.
Pre-observation conference.	One (1) to Three (3) instructional days Prior to Observation.
Post observation conference and document.	Within 5 instructional days of observation.
Conduct observations and conferences for collecting data regarding performance of 1 year certified staff every year.	
Conduct observations and conferences for 3-year teachers- every 3 years. When an “Ineffective” determination is made, multiple observations may be deemed necessary.	
All administrators receive summative evaluations annually.	

**\*\*Observations will adhere to 1-year and 3-year evaluation cycle as noted in the Observation section.**

### **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.

### **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.

- ◆ **If requested by the teacher, he/she will participate in the state-approved Student Voice Survey with a minimum of one identified group of students.**

- ◆ **Results will be used as a source of evidence for Professional Practice.**
- ◆ **Formative years' data will be used to inform Professional Practice in the summative year.**
- ◆ **All teachers and appropriate administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.**
- ◆ **The 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.**

### **Local District Decision**

- District CEP Coordinator will serve as Student Voice Survey Point-of-Contact. In the event the CEP Coordinator is unable to serve in this capacity, the superintendent will appoint another individual.
- At the elementary level, students will take the survey for their assigned homeroom teachers.
  - In the event the teacher does not have a homeroom, the principal will assign a class period in which the SV will occur (e.g. art teacher).
  - In some circumstances, classes may be combined in order to gather at least 10 data points (e.g. special education across multiple grades).
  - In the event a teacher cannot get the minimum of ten students they must still administer the survey in order for the results to be tracked back to school-wide trend data.
- In the event that a teacher does not work directly with students on a regular basis student perception data will be collected in an alternative format (paper pencil surveys, survey monkey etc.) (comments-will not be conducted)
- In Middle school and high school, principals will randomly select a class period in which the survey will be administered.
  - In the event a teacher does not have students in the selected period it will default to their next instructional period.
  - In some circumstances, classes may be combined or shifted in order to gather at least 10 data points (e.g. special education, AP course, Dual Credit courses).
  - In the event a teacher cannot get a minimum of ten students they must still administer the survey in order for the results to be tracked back to school-wide data.
- Students who are absent on the date of administration will have until the end of the survey window to complete their survey. It is each school's responsibility to monitor attendance records during this time frame in order to ensure the opportunity for students to complete the survey.
- Surveys, at the teachers request, will be completed at a minimum one time each school year.
- In some circumstances, classes may be combined in order to gather at least 10 data points (e.g. special education across multiple grades).
- Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the student voice survey.

### **Products of Practice/Other Sources of Evidence**

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

#### **Required**

- ◆ **observations conducted by certified supervisor observer(s)**
- ◆ **student voice survey(s)**
- ◆ **self-reflection and professional growth plans**

#### **Local District Decision**

Certified Staff 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.

- ✓ 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
- ✓ Surveys
- ✓ Parent engagement surveys
- ✓ Classroom schedules
- ✓ Records of student and/or teacher attendance
- ✓ Video lessons
- ✓ Engagement in professional organizations
- ✓ Action research projects
- ✓ Other:

## **Student Growth**

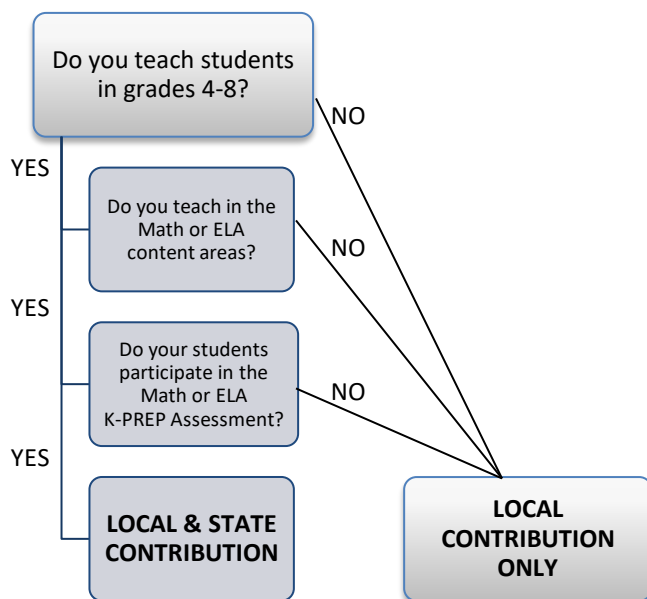
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

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

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

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



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

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

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

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

**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 6<sup>th</sup> grade science classrooms, 3<sup>rd</sup> 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.

### **Teacher Professional Growth and Effectiveness System & Others Professional Growth and Effectiveness System**

**The following categories have been identified by KDE as Other Professionals:**

- Library Media Specialist
- Therapeutic Specialist/Speech
- School Guidance Counselor
- School Psychologist
- School Instructional Specialist/Coach

**Other Professionals who work with classes of students on a daily, weekly, or other recurring schedule must follow the protocols of the TPGES Student Growth.**

**Other Professionals who are in a role that does not work with students on a regular basis or are administrative in nature will follow the OPGES Student Growth Guidance.**

Other Professionals will adhere to the same Certified Staff Observation/Workplace Visits. The difference with Other Professionals will occur with the alignment to their individual Specialist Framework. This is a collaborative process. During the pre- or post-observation conferences, further profession specific visit types of questions may be asked of the Other Professional if some areas are not clear.

### **TPGES Student Growth Goal Criteria**

#### **Required**

- Teachers will write a student growth goal based on the following criteria.
- The SGG should be congruent with appropriate grade level and content area standards for which it is 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.
  - Within the first 25% of the instructional days of the start of school or course (e.g. if a teacher has students for a nine weeks course that lasts 45 days then their student growth goal needs to be completed by the 12th day of instruction. If a teacher has students one day a week for 36 weeks then their goals must be completed by the 10th instructional session with the class.
  - All teachers will develop a minimum of one student growth goal (SGG) as directed below:
    - Identify an area of need based on baseline data of current students aligned to content standards or job-specific duties.
    - Develop one student growth goal (SGG) anchored in baseline data that should include:
      1. A growth target – describe the growth target set for 100% of the students.
      2. A proficiency target - identify goal for the percentage of students to reach proficiency.(when applicable)
    - Self-assess the SGG using the SGG Rigor and Comparability Rubric. (see Appendix)
      1. Determine that the SGG fits the “acceptable” criteria of rigor.
      2. Determine that the SGG fits the “acceptable” criteria for comparability.
    - Conduct peer review of SGG using the SGG Rigor and Comparability Rubric. (see Appendix)
      1. Determine that the SGG fits the “acceptable” criteria of rigor.
      2. Determine that the SGG fits the “acceptable” criteria for comparability.
- Once rubric and peer review protocol have been applied to the SGG, it will be submitted to the principal for approval.
- Principals will approve or request revisions to SGGs.
- Throughout the duration of the SGG, the teacher:
  - Provides a variety of opportunities for students to demonstrate understanding of the content and their progress (rubrics, scoring guides, specific feedback etc.).
  - Analyze assessments that evidence student growth throughout the interval of instruction.
  - Assesses student attainment of SGG a minimum of three times (pre, mid-course and post).
- Meet with supervisor to determine annual student growth by April 15<sup>th</sup> of each year.

### Required

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

## **Determining Growth for a Single Student Growth Goal (SGG)**

Teachers will maintain records of relevant data contributing to student growth goals. Data may include, but not limited to, classroom assessments, benchmark assessments, projects, writings, etc. The teacher and supervisor will look at assessments and data collected to determine the growth rating.

### **Measures in Determining Student Growth Rating as Low, Expected, or High**

**Local Student Growth Goal Rating will be determined using the following guidelines:**

#### **Growth portion of the goal**

HIGH: All students will show some level of growth and teacher has 90-100% of students meeting the growth portion of the goal.

EXPECTED: All students will show some level of growth and teacher has 80% to less than 90% of students meeting the growth portion of the goal.

LOW: Teacher has less than 80% of their students meet the growth portion of the goal.

#### **Proficiency portion of the goal**

EXPECTED: Teacher's number of students meeting this goal is within a +/- 10% range of the proficiency goal.

HIGH: Teacher's number of students meeting proficiency exceeds their goal by more than 10%.

LOW: Teacher's number of students meeting proficiency is more than 10% below the proficiency goal.

<b>OVERALL STUDENT GROWTH RATING</b>				
<b>GROWTH RATING</b>	<b>HIGH</b>	<i>Expected</i>	<i>High</i>	<i>High</i>
	<b>EXPECTED</b>	<i>Expected</i>	<i>Expected</i>	<i>High</i>
	<b>LOW</b>	<i>Low</i>	<i>Expected</i>	<i>Expected</i>
		<b>LOW</b>	<b>EXPECTED</b>	<b>HIGH</b>
	<b>PROFICIENCY RATING</b>			

\*\*If a goal is approved that only contains a growth portion or only a proficiency portion then that rating will stand as the overall rating.

\*\*If a teacher or other professional is in a class/grade level that does not have K-Prep data contributing to their overall goal this rating WILL constitute their rating for that year.

\*\*In an instance where the supervisor provides a rating that is not consistent with the chart; rationale shall be written and approved at the district level.

### **Determining Growth for Multiple Student Growth Goals**

***[Please complete this section ONLY if the district has determined teachers may/shall use multiple local SGG as a part of their local growth contribution.]***

A district-[developed] [adapted] [approved] holistic SGG growth assessment designed to evaluate two SGGs and determine a final rating of high, expected, or low growth.



**OPGES Student Growth Goal: Local Contribution – Based on School Need**

**Required**

- Develop a minimum of one local goal for student growth and is based on school need.
- The SGG is aligned to the job expectations of the professional.
- Other professionals will use relevant data at various levels (classroom, grade level, school-wide, etc.) in order to target an area of need.
- Upon completion of writing the goal, other professionals will work with the evaluator to develop a rubric for determining goal attainment. See chart below.
- The supervisor must approve goals and benchmark measures.

<b>OTHER PROFESSIONALS STUDENT GROWTH GOAL (As evidenced from OPGES SGG)</b>			
<b>Other Professionals Student Growth Goal</b>			
<b>Student Growth Goal</b>	<b>Low Growth</b>	<b>Expected Growth</b>	<b>High Growth</b>
_____ %	Below _____ %	____% - ____ %	Above_____ %

**\*\*In an instance where the supervisor provides a rating that is not consistent with the chart; rationale shall be written and approved at the district level.**

**If a teacher has BOTH K-Prep and local data they shall follow the below guidance:**

- The local goal will account for 70% of rating.
- The state goal will account for 30% of rating.
  - If a teacher has more than one SGMP attributed to them then an average combination of the two will be utilized for the SGMP portion. (Commonly pertains to self-contained 4th and 5th grade)

Ratings will be converted to numerical value: High = 3; Expected = 2; Low = 1

These ratings will then be calculated to determine the yearly growth rating for teachers with local and state growth goals.

The formula below shall be used to determine (in conjunction with the rating chart below) the final SGR:

$$(\text{Local Goal} \times .70) + (\text{State Goal} \times .30) = \text{Yearly Growth Rating}$$

**This measure will then be applied to the following chart to determine final rating**

<b>Scale</b>	<b>Rating</b>
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	Low

\*\*In an instance where the supervisor provides a rating that is not consistent with the chart; rationale shall be written and approved at the district level.

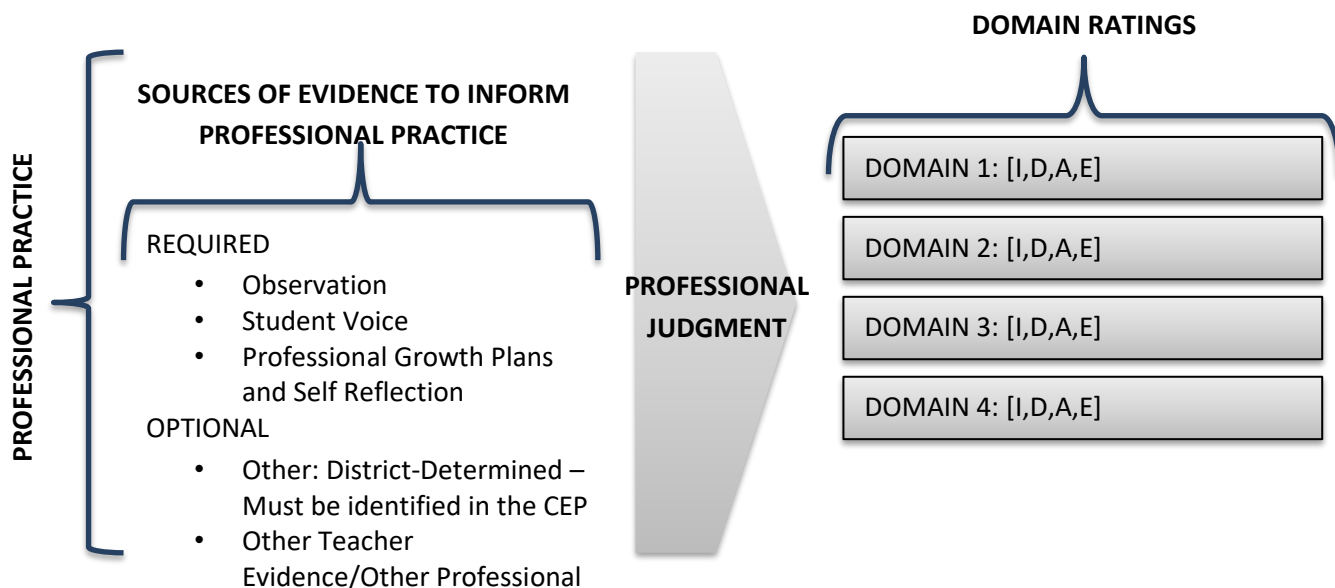
## **Rating Professional Practice**

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

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

### **Required**

- **Provide a summative rating for each domain based on evidence.**
- **All ratings must be recorded in the state approved platform or use district approved documents.**



## **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.

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 AN EDUCATOR'S PROFESSIONAL PRACTICE RATING**

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

**Local District Decision**

The following steps will determine an educator's Overall Performance Category:

- ◆ When determining the teacher's professional practice rating, the principal will use all sources of evidence during the cycle and determine a rating for each domain. (See graphic on previous page)
- ◆ Sources of Evidence are –Observations, Student Voice Survey, Self -Reflection, Professional Growth Plans, and any other relevant information
- ◆ Peer Observations are not listed as a source of evidence unless requested by the observed teacher. The peer observations are only for formative purposes between teachers. The principal in determining ratings of teachers does not use that data.

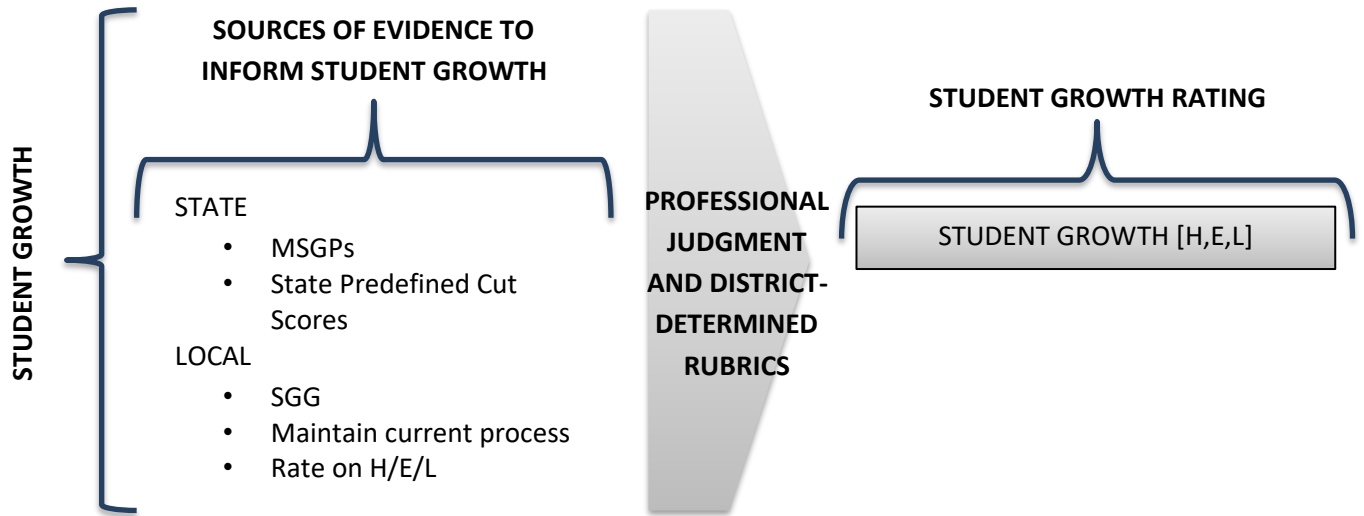
- ◆ Once the principal has determined a rating based upon the sources of evidence for each of the domains at the end of an evaluation cycle, he/she must provide one professional practice rating that is inclusive of all domains.
- ◆ The Principal will complete the chart below with the letter that stands for the level the teacher was rated in each domain. I = Ineffective, D = Developing, A= Accomplished, E= Exemplary

	Teacher Domain Ratings
Domain 1: Preparation and Planning	
Domain 2: Classroom Environment	
Domain 3: Instruction	
Domain 4: Professional Responsibilities	

- ◆ Once the chart above is completed the principal will apply the State Decisions Rules for determining an educator’s Professional Practice. If none of the situations below apply, then it is left up to the principal to use his/her professional judgment to determine the overall rating. The principal will have a full body of knowledge to help in their final decision making process.
- ◆ Student Growth will be determined using a district selected norm-referenced and/or criterion-referenced assessment.
- ◆ Sources to Consider:
  - LDC/MDC
  - Performance Tasks
  - Problem Based Learning

### **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 up to three years (when available).



**Required**

- **SGG and MSGP (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 regardless of the type and length of educator plan.**

The overall student growth rating will be determined by each rating receiving a numerical weighting:

**LOW = 1**

**EXPECTED = 2**

**HIGH = 3**

Each year’s rating (up to three years) will be combined through averaging. The average of all SGG ratings will result in an overall student growth rating as follows:

Example:	Year #1 High =3	Year #2 Low = 1	3+1= 4	4/2 = 2	Overall SGG= Expected
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**LOW = 1.0 – 1.49**

**EXPECTED = 1.5 – 2.49**

**HIGH = 2.5 – 3.0**

**Overall Performance Category**

**Required**

**Apply State Overall Decision Rules for determining educator’s Overall Performance Category.**

- **Implement the Overall Performance Category process for determining effectiveness.**
- **All ratings must be recorded in the department-approved technology platform.**

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

<b>MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY</b>		
<b>PROFESSIONAL PRACTICE RATING</b>	<b>STUDENT GROWTH RATING</b>	<b>OVERALL PERFORMANCE CATEGORY</b>
<b>Exemplary</b>	<b>High OR Expected</b>	<b>EXEMPLARY</b>
	<b>Low</b>	<b>Developing</b>
<b>Accomplished</b>	<b>High</b>	<b>EXEMPLARY</b>
	<b>Expected</b>	<b>ACCOMPLISHED</b>
	<b>Low</b>	<b>DEVELOPING</b>
<b>Developing</b>	<b>High</b>	<b>ACCOMPLISHED</b>
	<b>Expected OR Low</b>	<b>DEVELOPING</b>
<b>Ineffective</b>	<b>High</b>	<b>DEVELOPNG</b>
	<b>Expected OR Low</b>	<b>INEFFECTIVE</b>

## 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 will be determined using the chart below.

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

# PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

## *Professional Growth and Effectiveness System – Principal and Assistant Principal*

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

### **Roles and Definitions**

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **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.
3. **District Administrator** – The role of the district CEP Coordinator 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.
4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Evaluated:** District/School personnel that is being evaluated
6. **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.
7. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect



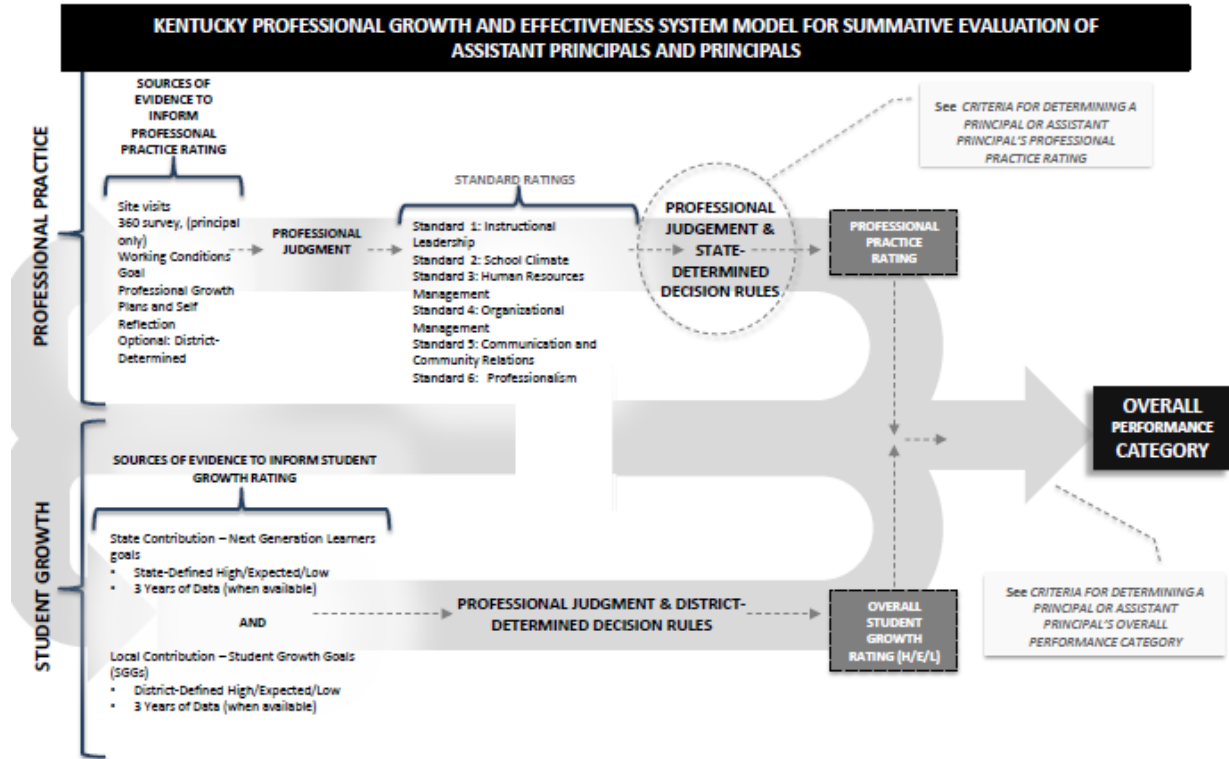
student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator

8. **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.
9. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
10. **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 waits 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.
11. **Supervisors** – The district may elect to have up to three district staff completed 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.
12. **Val-Ed 360°:** An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
13. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.
14. **Other:**

# 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



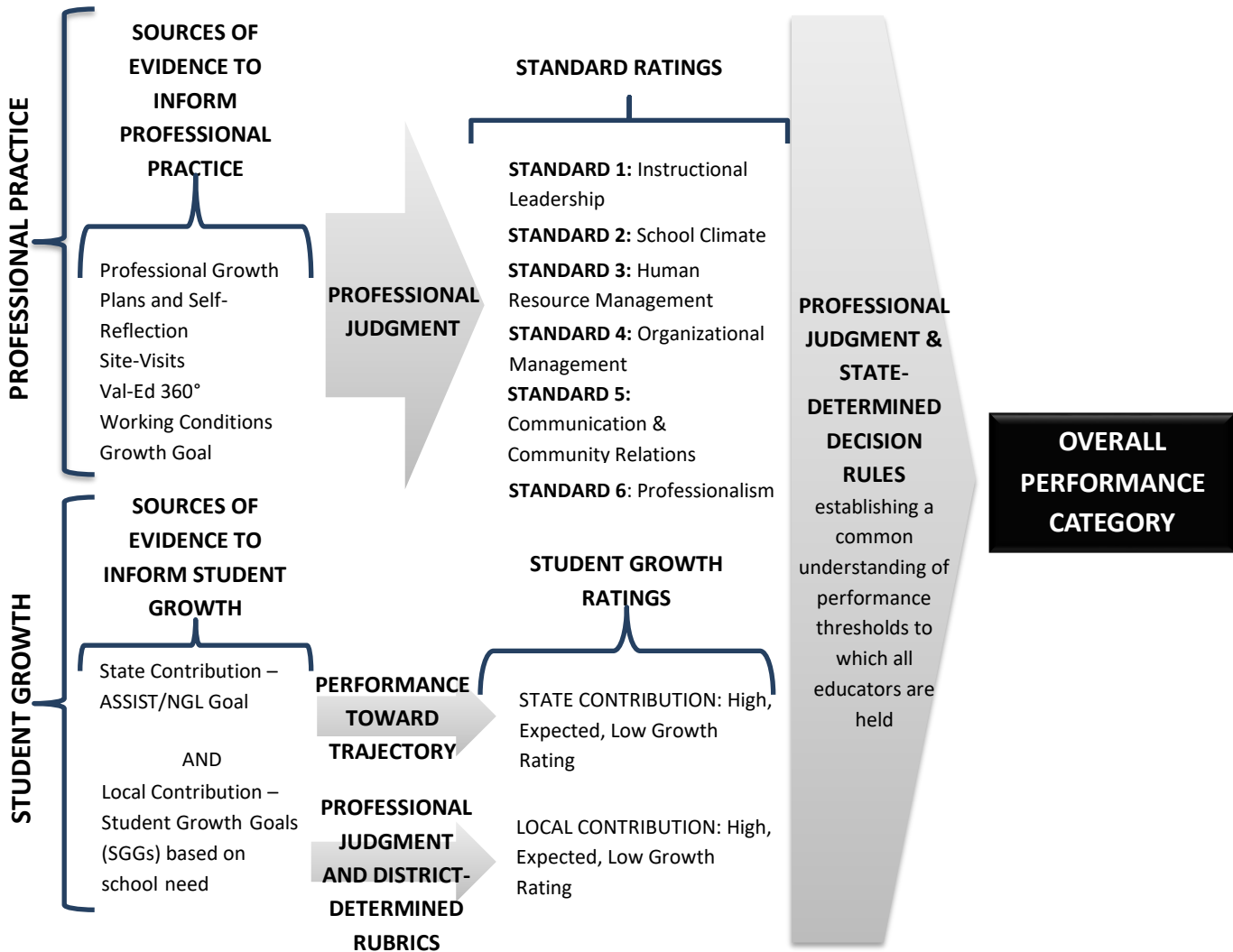
## SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

### **Local District Decision:**

- ◆ All principals/assistant principals will participate in self-reflection and professional growth planning each year.
- ◆ By September 30<sup>th</sup> of each school year, all Principals/Assistant Principals will have conducted their self-reflection on survey results and performance standard, developed their Professional Growth Plan (PGP), and Principals and Superintendent will have collaboratively set student growth goal.
- ◆ The self-reflection and professional growth plan will be developed with input from the superintendent and approved by the superintendent. These will be completed in state approved platform or use district approved documents by September 30<sup>th</sup>.
- ◆ Principals and assistant principals hired after the school year starts shall complete self-reflection and professional growth plan prior to the 45<sup>th</sup> day of instruction after employment.
- ◆ Principals and assistant principals hired late will develop the self-reflection and professional growth plan with input from the superintendent and approved by the superintendent. These will be completed in state approved platform or use district approved documents.

### **Site-Visits**

#### **Completed by supervisor of principal – *formal site visits are not required for assistant principals***

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

#### **Required:**

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

### **Local District Decision:**

- Site Visits will be conducted at least twice each year. (Formal site-visits are not required for the assistant principal.)
- First Site Visit will occur prior December 15<sup>th</sup>.
- The second Site Visit will occur prior to May 15<sup>th</sup> of each school year.
- Site visits at least two per year; minimum duration of one hour.
- Timeline for site visits:
  - Fall
  - Winter/Spring
- Post Conference shall be conducted after each site visits with the superintendent providing feedback to the principal.
- Site Visits Range from watching how principals interact with others, to observing programs and shadowing. 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.
- Classroom visits, discussions with personnel and students, parent involvement, review of survey data, may occur during visits.
- If a principal is hired with 45 or fewer instructional days left in the first semester, both site visits will occur, during the second semester. If more than 45 instructional days remain in the first semester, two site visits will occur, one prior to January 30<sup>th</sup>, the other prior to May 31<sup>st</sup>.
- Site visits may include formal interview or less structured discussion of job.
- Site visits will be documented in state approved platform or on district approved documents.

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

Beginning of the Year Conference

- Establish 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

Mid-Year Review (Conference)

- Establish 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

End-Of Year Review (Conference)

- Establish 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**
- Discuss overall rating based on Professional Practice and Student Growth
- Questions/Concerns/Comments

## **Val-Ed 360°**

### **Completed for principals – *not completed for assistant principals***

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

#### **Required:**

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

#### **Local District Decision:**

- The **Val-Ed 360°** will be conducted in a two-week period during the spring semester at least once every two years in the school year that **TELL Kentucky** is not administered.
  - **Val-Ed 360°** point-of-contact will be the District CEP Coordinator. If the CEP coordinator is unable to fulfill his or her duties, the superintendent will designate someone.

- **Rotating years for Survey Administration:**

VAL ED Administration	TELL KY
2016	2015
2018	2017
2020	2019
2022	2021
2024	2023
2026	2025

- **Val-Ed 360°** results (along with other data sources) will be used to inform principals’ Professional Growth Goals.
- Due to confidentiality, **Val-Ed 360°** results will be accessible to district administrators and respective principals only.
- The Superintendent/designee will ensure all teachers and appropriate administrative staff are provided training on the completion of Val-Ed 360°.
- The Superintendent/designee will ensure that all Val-Ed 360° survey letters are distributed prior to or at the beginning of the administration window in March of the alternating year that The TELL Kentucky survey is administered.
- The Superintendent/designee will ensure that results from the Val-Ed 360° are used to inform principal growth and that the results are connected to the Principal Performance Standards. The intended use of Val-Ed 360° results is to inform and develop Principal Professional Growth Planning, Mid-Year Review, Site-Visit conferencing, Working Conditions Growth Goal support, etc.
- Principals hired after the date of December 15, will not have the Val-Ed 360° survey completed for that school year, principals hired after the first beginning of the school year but prior to December 15<sup>th</sup> will participate in the Val-Ed 360° survey.

## **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 by August 30, following the completion of the TELL Kentucky Survey.**
- **A minimum of one Working Condition Goal for each 2-year period.**
- **Utilizing the TELL Survey Results the Principal and Superintendent in collaboration will develop the Working Conditions Goal rubric.**
- **A mid-point review will be conducted in conjunction with the superintendent following the guidance of the Magoffin County Professional Growth Planning document at the mid-year site visit 2.**
- **Additional Teacher/staff surveys and/or reflection may be used to inform the Working Conditions Goal(s).**
- **Principals will write one local Working Conditions Growth Goal in collaboration with the Superintendent.**

#### **Local District Decision:**

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**. 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**.
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 will occur and modification of the strategies as necessary and determined by the superintendent or designee.

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

**DEVELOPMENT OF THE WORKING CONDITION RUBRIC and MID-POINT REVIEW**

The Principal and the Superintendent/designee in collaboration will develop the Working Conditions Goal. The goal will be accompanied by a Rubric and/or Criteria for assessing the goal that they have created. This rubric will contain the following categories of Ineffective, Developing, Accomplished, and Exemplary.

Accomplished = + or-5 %

Exemplary= above the goal

Developing= between the baseline and the goal

Ineffective= 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-5% would be

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

**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.

#### **Local District Decision:**

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
- EILA/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.

#### **Required:**

- ◆ **Selection based on ASSIST/NGL trajectory.**
- ◆ **Based on Gap population unless local goal is based on Gap population.**
- ◆ **If the school does not receive state level data, the principal will construct two local student growth goals.**

#### **Local District Decision:**

- The principal will collaborate with the Superintendent to determine assist goal and the interim trajectory with the state target as a minimum.
- Principal is responsible for setting at least one student growth goal that is tied directly to the Comprehensive School Improvement Plan located in ASSIST.

- The school report card reports trajectory data under the Delivery Target Tab and also through the link to School Trend data. 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 State Contribution is derived from Growth Goals developed around one of the interim targets housed in ASSIST. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals and objectives.

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

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

**Middle and High Schools 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.**

The aforementioned data is compiled in School Report Card. <http://applications.education.ky.gov/src/> . 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 district will use the state trajectory.

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 that the PRINCIPAL will implement – not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

## **Local Contribution**

### **Based on School Need - Goal inherited by Assistant Principal**

The local goal for student growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus.

**Required:**

- ◆ **Based on gap population unless State goal is based on Gap population.**

### **Local District Decision:**

- 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

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

**Determining the Overall Performance Category**

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

**Rating Overall Professional Practice**

**Required:**

- ◆ Use decision rules to determine an overall rating.
- ◆ Record ratings in the department-approved technology platform.

**Local District Decision:**

- ◆ Record ratings in CIITS\* or district approved forms
- ◆ A minimum of two reviews will be conducted annually

**CRITERIA FOR DETERMINING A PRINCIPAL’S OVERALL PERFORMANCE CATEGORY**

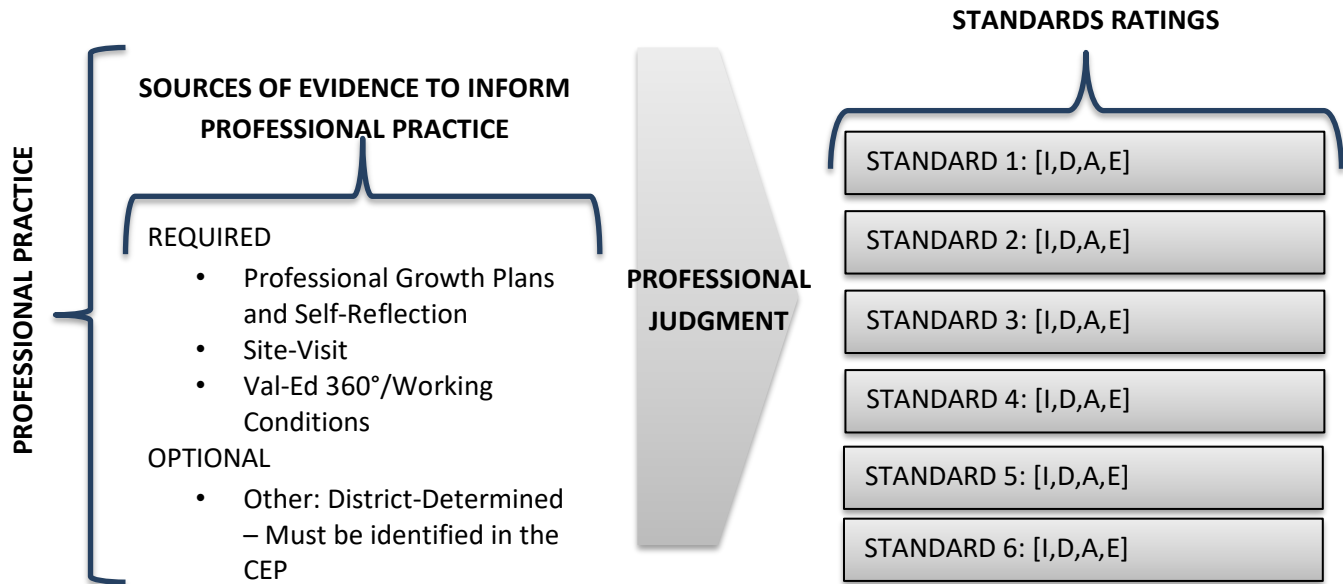
PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	Exemplary
	Low	Developing
Accomplished	High	Exemplary
	Expected	Accomplished
	Low	Developing
Developing	High	Accomplished
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

**Timeline for Rating Professional Practice\*\***

Timeline	Activity	Task or Document	Responsibility of	
			Evaluator	Evaluatee
By August 1	<ul style="list-style-type: none"> <li>Superintendent reviews expectations of PPGES</li> </ul>	<ul style="list-style-type: none"> <li><i>Fulfills the 30 day requirement for evaluation</i></li> </ul>	✓	
By September 30th	<ul style="list-style-type: none"> <li>Principals/Assistant Principal conduct self-reflection on survey results and performance standards</li> <li>Evaluator and Evaluatee collaboratively develop PGP</li> <li>Principal and superintendent collaboratively set student growth goal</li> </ul>	<ul style="list-style-type: none"> <li><i>Reflective Practice, Student Growth and Professional Growth, Working Conditions Planning Template</i></li> </ul>	✓ ✓ ✓	✓ ✓ ✓
Prior to mid-year review	Superintendents conduct observation/site visit	<ul style="list-style-type: none"> <li><i>Observation/Site Visit Form</i></li> </ul>	✓	
By January 30	Mid-Year Conference with the principal including review of student growth goal, PGP, and documentation	<ul style="list-style-type: none"> <li><i>Student Academic Growth Goal Setting Form</i></li> <li><i>Reflective Practice, Student Growth and Professional Growth Planning Template</i></li> <li><i>Documentation Form</i></li> <li><i>Principal Mid-Year Performance Review</i></li> </ul>	✓ ✓ ✓	✓ ✓ ✓
March	Teachers, principals and superintendents complete VAL-ED or TELL KENTUCKY	<i>Complete on-line working conditions and principal effectiveness surveys.</i>	✓	✓
By May 15	Superintendents conduct observation/site visit	<ul style="list-style-type: none"> <li><i>Observation/Site Visit Form</i></li> </ul>	✓	

**\*\* See timelines for late hires under Late Hire Section**

- ✓ 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:

## **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**

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

### **Rating Overall Student Growth**

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

#### **Required:**

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

#### **Local District Decision:**

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

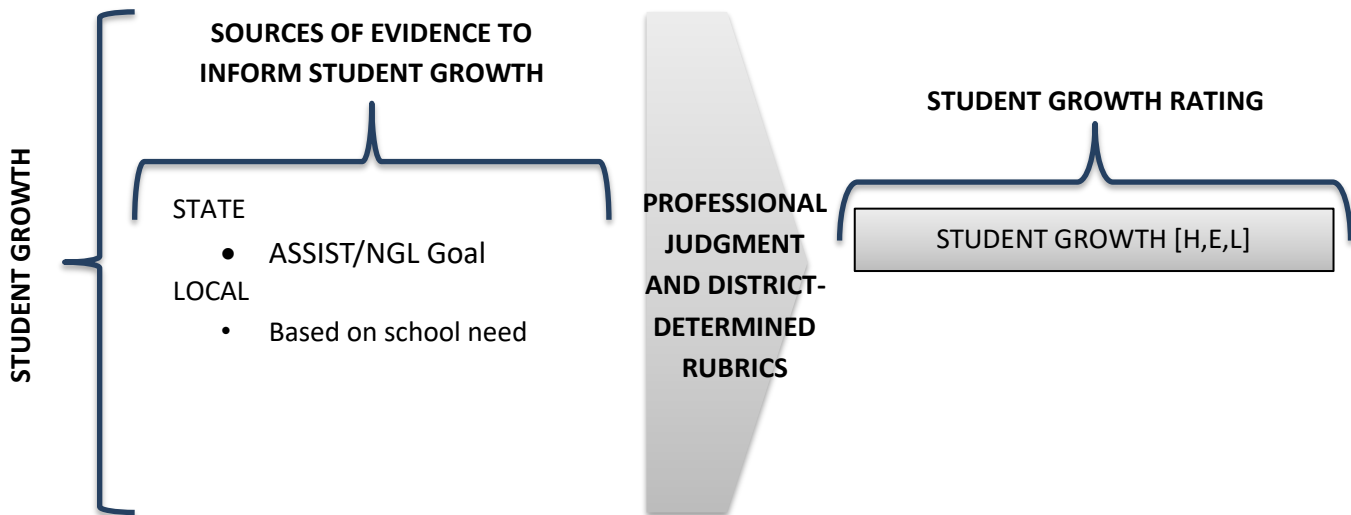
- LOW = 1
- EXPECTED = 2
- HIGH = 3

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 recorded in a state approved platform as required by the state.

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50-2.49
High	2.50-3



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.

- ◆ **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.**



## Professional Growth Plan and Summative Cycle

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

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

## District Certified Administrator Evaluation Form (To be used in 2016-17 Only)

*The following performance evaluation standards and performance criteria are the Interstate School Leaders Licensure Consortium (ISLL) Standards for School Leaders that were adopted by the Education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky. The Magoffin County School District expects administrators to meet these same standards and performances.*

<p><i>Name:</i></p>	<p><i>Position:</i></p>
<p><b>STANDARD 1-VISION</b>  <i>An educational leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.</i></p> <p>PERFORMANCES – The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Collaboratively develop and implement a shared vision and mission.</li> <li>B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning.</li> <li>C. Create and implement plans to achieve goals.</li> <li>D. Promote continuous and sustainable improvement.</li> <li>E. Monitor and evaluate progress and revise plans.</li> </ul>	<p><b>STANDARD 2-SCHOOL CULTURE &amp; LEARNING</b>  <i>An educational leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.</i></p> <p>PERFORMANCES—The administrator facilitates processes and engages in activities that:</p> <ul style="list-style-type: none"> <li>A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations.</li> <li>B. Create a comprehensive, rigorous, and coherent curricular program.</li> <li>C. Create a personalized and motivating learning environment for students.</li> <li>D. Supervise instruction.</li> <li>E. Develop assessment and accountability systems to monitor student progress.</li> <li>F. Develop the instructional and leadership capacity of staff.</li> <li>G. Maximize time spent on quality instruction.</li> <li>H. Promote the use of the most effective and appropriate technologies to support teaching and learning.</li> <li>I. Monitor and evaluate the impact of the instructional program.</li> </ul>
<p><i>Standard 1 Comments</i></p>	<p><i>Standard 2 Comments</i></p>

**STANDARD 3-MANAGEMENT**

*An education leader promotes the success of every student by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.*

PERFORMANCES—The administrator facilitates processes and engages in activities that:

- A. Monitor and evaluate the management and operational systems.
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources.
- C. Promote and protect the welfare and safety of students and staff.
- D. Develop the capacity for distributed leadership.
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning.

*Standard 3 Comments*

**STANDARD 4-COLLABORATION**

*An education leader promotes the success of all students by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

PERFORMANCES—The administrator facilitates processes and engages in activities that:

- A. Collect and analyze data and information pertinent to the educational environment.
- B. Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
- C. Build and sustain positive relationships with families and caregivers.
- D. Build and sustain productive relationships with community partners.

*Standard 4 Comments*

**STANDARD 5: INTEGRITY, FAIRNESS, ETHICS**

*An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

PERFORMANCES—The administrator facilitates processes and engages in activities that:

- A. Ensure a system of accountability for every student’s academic and social success.
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior.
- C. Safeguard the values of democracy, equity, and diversity.
- D. Consider and evaluate the potential moral and legal consequences of decision-making.

**STANDARD 6: POLITICAL, ECONOMIC, LEGAL**

*An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

PERFORMANCES—The administrator facilitates processes and engages in activities that:

- A. Advocate for children, families, and caregivers.
- B. Act to influence local, district, state, and national decisions affecting student learning.
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies.

<p>E. Promote social justice and ensure that individual student needs inform all aspects of schooling.</p> <p>F. Is punctual for all duties and regular in attendance</p> <p>G. Adheres to the professional code of ethics</p> <p>H. Demonstrates continuous professional growth</p>	
<p><i>Standard 5 Comments:</i></p>	<p><i>Standard 6 Comments</i></p>

# MAGOFFIN COUNTY SCHOOLS SUMMATIVE EVALUATION FOR DISTRICT ADMINISTRATORS

## Magoffin County Schools: *District Administrator Evaluation Form*

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, progress on personal professional growth goals, conferences, work samples, reports developed, and other documentation.)

Evaluatee \_\_\_\_\_ Position \_\_\_\_\_

Evaluator \_\_\_\_\_ Position \_\_\_\_\_

School/Work Site \_\_\_\_\_

### Ratings:

**Administrator Standards:**

1. Vision
2. School Culture & Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

**Meets**

**\*Does Not Meet**

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**Overall Rating**

\_\_\_\_\_

\_\_\_\_\_

\*Any rating in the “does not meet” column requires the development of a Professional Growth Goal.

MAGOFFIN COUNTY SCHOOLS SUMMATIVE EVALUATION FORM

Use this page for district administrator evaluations

FORMATIVE
SUMMATIVE

ANNOUNCED
UNANNOUNCED

Evaluatee

Position

Evaluator

Position

Date(s) of Observation(s) 1st 2nd 3rd 4th

Date(s) of Conference(s) 1st 2nd 3rd 4th

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked: 1. 2. 3. 4. 5. 6.

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee: Agree with this summative evaluation

Disagree with this summative evaluation

Evaluatee Signature

Date

Evaluator Signature

Date

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan. By signing this form, I acknowledge that I have seen and discussed this evaluation with the evaluator. Within 7 working days, if I desire, I will submit my written comments. Additionally, I am aware that I have the right to appeal this evaluation to the Evaluation Appeals Committee.

Employment Recommendation: Meets administrator standards for re-employment
Does not meet administrator standards for re-employment

# **Appeals**

## **Required**

### **EVALUATION APPEAL PROCESS:**

The evaluation appeal shall be made to the Superintendent in writing. If the Superintendent cannot satisfactorily work out the disagreement on the evaluation, the matter shall be presented to the appeal committee to hear the appeal.

### **SELECTION AND TERMS OF MEMBERS FOR THE APPEAL COMMITTEE:**

The appeals committee member terms shall be for three (3) years run from July 1 to June 30.

Each Evaluation Committee shall be made up of the following:

- a. One certified employee and one alternate appointed by the Magoffin County Board of Education.
- b. Two certified staff members and two alternates elected by the certified staff.

The chairperson of the panel shall be the certified employee appointed by the Magoffin County Board.

### **APPEAL TO PANEL:**

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing. Each party may have representation of their choosing.

The duties of the committee shall be to hear the appeal and render a majority opinion.

The purpose of the hearing is to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and the evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals committee and Superintendent will be the only persons to review the documentation. All documentation will be locked in a secure place in the central office except during appeal panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties and opportunities will be provided to review all documentation reasonably in advance.

The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.

**Chosen representation maybe present during the hearing:**

For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing. Only panel members, the evaluatee and evaluator, and chosen representation will be present at the hearing. Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

**The following procedures will be implemented:**

- The chairperson of the appeals panel will convene the hearing, review procedures, and clarify the panel's responsibilities.
- Each party will be allowed to make a statement of claim. The evaluatee will begin.
- The panel may question the evaluatee and evaluator.
- The chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.
- Each party (evaluator and evaluatee) will be asked to make closing remarks. The chairperson of the panel will make closing remarks.

The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

- Upholding all parts of the original evaluation.
- Voiding the original evaluation or parts of it
- Ordering a new evaluation by a second certified employee.
- Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.

The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator, and the superintendent within fifteen (15) working days from the date the appeal is filed.

The superintendent shall act on the recommendation(s) of the panel.

The superintendent's decision, the panel's recommendation, 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.

The panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in the statute and regulation.

Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

**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. The certified employees of the District shall elect Two (2) members of the LEAP committee. Each school may nominate two (2) certified employees by majority vote. These two (2) certified employee names will be submitted to the CEP coordinator to be placed on a ballot. All certified employees will vote for 2 names from the ballot. The two names receiving the most votes will serve on the LEAP and the next 2 highest will serve as alternates. The Board shall appoint One (1) member, and that person shall be a certified employee of the District. After the three members are selected, 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. An evaluation appeals form is in Appendix

# Appendix

Appendix A

## TEACHER REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	

### Part A: Initial Reflection – Establishing Priority Growth Needs

<b>Component:</b>	<b>Self-Assessment:</b>				<b>Rationale:</b>
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
5A - Student Growth	I	D	A	E	

Domain:	Component: Circle Professional Growth Priority Components						Select a component from those circled for focused professional growth goal development (Part B):			
Planning & Preparation	1A	1B	1C	1D	1E	1F				
The Classroom Environment	2A	2B	2C	2D	2E					
Instruction	3A	3B	3C	3D	3E					
Professional Responsibilities	4A	4B	4C	4D	4E	4F				
Student Growth	5A									
<i>Current Level of Performance for Selected Component:</i>							I	D	A	E

### Part B: Connecting Priority Growth Needs to Professional Growth Planning

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>What do I want to change about my instruction that will effectively impact student learning?</li> <li>What is my personal learning necessary to make that change?</li> <li>What are the measures of success?</li> </ul>	
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Action Plan		
Professional Learning	Resources/Support	Targeted Completion Date
<b>Measures of Goal Attainment (Tools/Instruments):</b>		
<b>Expected Student Growth Impact:</b>		
<b>Demonstrable:</b> <i>Identify the documentation intended to demonstrate your professional growth.</i>		
<input type="checkbox"/> Artifacts	<input type="checkbox"/> Self-Assessment	<input type="checkbox"/> Ongoing Self-Reflection
<input type="checkbox"/> Certificate of Completion	<input type="checkbox"/> Teaming with Colleague	<input type="checkbox"/> Observation Data
<input type="checkbox"/> Other: (please specify)		

Teacher Signature:	Date:
Administrator Signature:	Date:

### Part C: On-going Reflection – Progress Toward Professional Growth Goal

Date:	Status of Professional Growth Goal:	Revisions/Modifications:

**Part D: Summative Reflection- Level of Attainment for Professional Growth Goal**

<b>Date:</b>	<b>End of Year Reflection:</b>

<b>Next Steps:</b>

<b>Connection to Framework for Teaching:</b>	4A – Reflecting on Teaching	I	D	A	E
	4E – Growing and Developing Professionally	I	D	A	E

Teacher Signature:	Date:
Administrator Signature:	Date:



# PRE-OBSERVATION DOCUMENT

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<b>Teacher</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

## Preconference (Planning Conference)

<b>Questions for Discussion:</b>	<b>Notes:</b>
What is your identified student learning target(s)?	
To which part of your curriculum does this lesson relate?	
How does this learning fit in the sequence of learning for this class?	
Briefly describe the students in this class, including those with special needs.	
How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any materials that the students will be using.	
How will you differentiate instruction for individuals or groups of students?	
How and when will you know whether the students have achieved the learning target(s)?	
Is there anything that you would like me to specifically observe during the lesson?	



## POST-OBSERVATION DOCUMENT

<b>Teacher</b>	
<b>School</b>	
<b>Grade Level/Subject(s)</b>	
<b>Observer</b>	
<b>Date of Conference</b>	

*For each of the following standards, reflect on the lesson that was observed using the following guiding questions to focus your reflections:*

In general, how successful was the lesson? Did the students achieve the learning targets? How do you know, and what will you do for those students who did not?	
In addition to the student work witnessed by the observer, what other student work samples, evidence or artifacts assisted you in making your determination for question one?	
To what extent did classroom procedures, student conduct, and physical space contribute to or hinder student learning?	
Did you depart from your plan? If so, how and why?	
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently, and why?	
What do you see as the next step(s) in your professional growth for addressing the needs you have identified through personal reflection?	

*Evaluator's Formative Observation Rating:*

Domain 2: The Classroom Environment	Rating:				Domain 3: Instruction	Rating:			
A: Creating an Environment of Respect and Rapport	I	D	A	E	A: Communicating with Students	I	D	A	E
B: Establishing a Culture for Learning	I	D	A	E	B: Using Questioning and Discussion Techniques	I	D	A	E
C: Managing Classroom Procedures	I	D	A	E	C: Engaging Students in Learning	I	D	A	E
D: Managing Student Behavior	I	D	A	E	D: Using Assessment in Instruction	I	D	A	E
E: Organizing Physical Space	I	D	A	E	E: Demonstrating Flexibility	I	D	A	E

\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_
\_\_\_\_\_

Teacher's Signature\*
Date
Observer's/Evaluator's Signature
Date

\*Denotes sharing of results, not necessarily agreement with the formative rating

## Magoffin County Student Voice Ethics and Confidentiality Agreement

As part of the Teacher Professional Growth and Effectiveness System all districts are required to administer a Student Voice Survey to all students on a yearly basis. The purpose of this document is to describe the practices that are considered appropriate in preparing and administering the survey. Responses to the Student Voice Survey are confidential information.

*In determining appropriate practices, the following standards have been used:*

**Professional Ethics** – No review or preparation practice of the survey for the purpose of guiding responses will be allowed.

**Educational Defensibility** - No grading practices should be involved in the survey.

**Student Ownership** – the student shall do all survey work. No one shall coach, edit, or persuade student responses. Students with special needs will be allowed the appropriate accommodations as included in the IEP.

The first standard simply applies to the ethical use of the survey. Teachers and students will both have access to the survey questions at any time during the school year. Teachers may utilize these questions to familiarize the students of the processes and even administer the survey anonymously as a source of data for Professional Growth Planning. However, activities that provide time to practice contrived responses with students are prohibited. The second standard refers to adjusting grading practices for responses provided on the Student Voice Survey. It is unallowable for students to receive any type of grading points based on the survey. Lastly, all work shall be that of the student without any coaching, editing or persuasion from any adult. Students with special needs will be allowed the appropriate accommodations as included in the IEP.

All employees involved in the administration of the Student Voice Survey and all employees who would potentially have access to the survey results must sign this ethics and confidentiality agreement.

### Confidentiality agreement

I am aware that all responses and data from the Student Voice Survey are confidential information. I affirm that I will not share individual student survey response, teacher results or any other information from the Student Voice Survey with anyone by any form of communication. Violation of the Confidentiality Agreement may result in disciplinary action, up to and including termination of my employment.

Signature

Date

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**SUMMATIVE EVALUATION FORM----CERTIFIED TEACHER**

Educator Name \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor \_\_\_\_\_

Educator’s Professional Practice Rating:

<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>
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Educator’s Student Growth Rating:

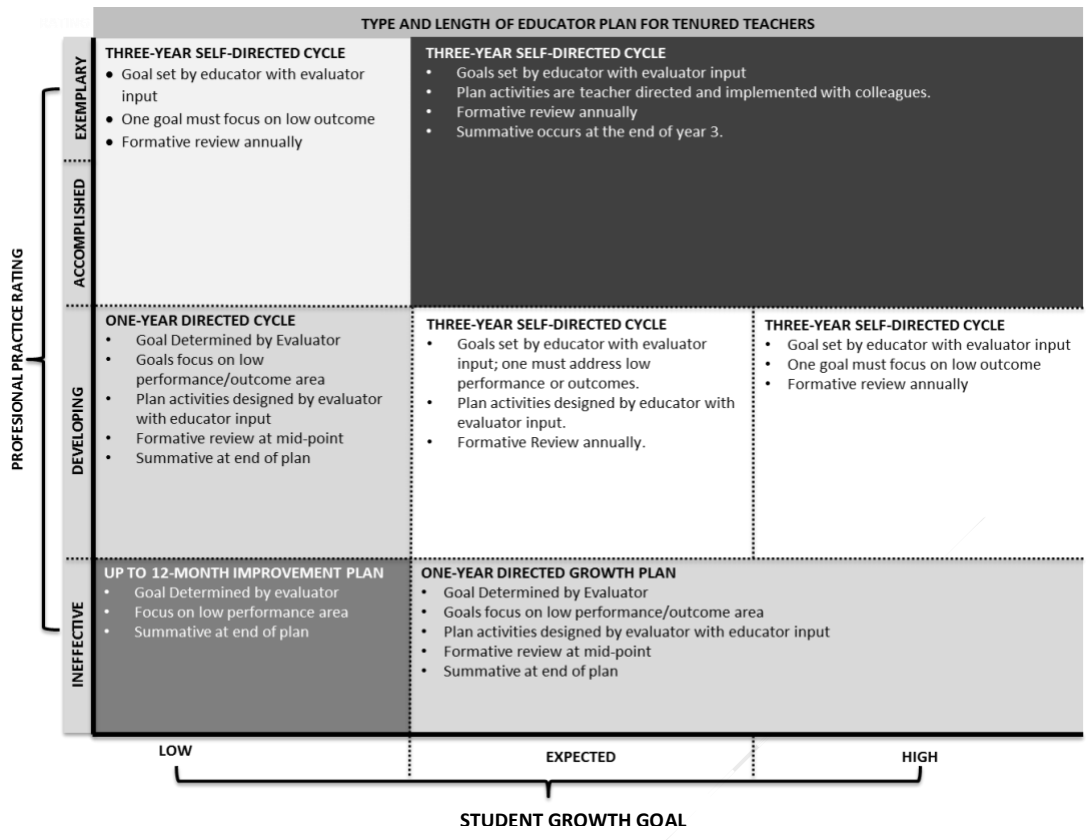
<b>LOW</b>	<b>EXPECTED</b>	<b>HIGH</b>
------------	-----------------	-------------

Apply decision rules set forth by KDE and your district (if applicable) to identify educator’s **Overall Performance Rating** (Combination of the two above measures)

<b>INEFFECTIVE</b>	<b>DEVELOPING</b>	<b>ACCOMPLISHED</b>	<b>EXEMPLARY</b>
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**MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S OVERALL PERFORMANCE CATEGORY**

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



This educator will be placed on the following education plan. Please mark on the chart above where this tenured educator will fall.

If the educator is placed on any plan shorter than a one-year cycle please describe below.

This chart does not apply to non-tenured teachers. Non-tenured teachers must continue on a one year (or more intense) cycle.

\_\_\_ Non-tenured educator will be on a on a one year cycle

\_\_\_ Non-tenured teacher will be on a less than one year more intensive cycle.

Please describe plan below.

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Educator Signature \_\_\_\_\_ Date \_\_\_\_\_

## RIGOR

Number of Growth Goals	All teachers will develop one (1) Student Growth Goal
<b>Process/ Protocol</b>	<p><b>Step 1:</b> Determine Needs.</p> <ul style="list-style-type: none"> <li>• Context of identified class, student population.</li> <li>• Interval of instruction</li> <li>• Identify content area enduring skills.</li> <li>• Sources of evidence to establish baseline data and measure student growth</li> </ul> <p><b>Step 2:</b> Create a specific learning goal and submit for review/approval by supervisor.</p> <ul style="list-style-type: none"> <li>• The teacher meets with the supervisor to come to an agreement on the focus of the goal.</li> <li>• Specify expected growth and proficiency targets.</li> <li>• Identify assessments that will be used to measure the specific goal and the criteria for the assessment.</li> <li>• Apply SMART Goal Criteria.</li> <li>• Explain rationale for goal/how targets meet expected rigor.</li> </ul> <p><b>Step 3:</b> Create and Implement Teaching and Learning Strategies.</p> <ul style="list-style-type: none"> <li>• Describe personal learning needed to support students' attainment of growth goal.</li> <li>• Instructional strategies to obtain goal.</li> </ul> <p><b>Step 4:</b> Monitor Student Progress through on-going Formative Assessment.</p> <ul style="list-style-type: none"> <li>• Plan for progress monitoring.</li> </ul> <p><b>Step 5:</b> Determine whether students achieve goal.</p> <ul style="list-style-type: none"> <li>• Analyze results (summative/post assessments).</li> <li>• Reflection/Next Steps</li> </ul>
<b>Instruments</b>	<p>In order to determine if the teacher's Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria.</p> <p>Other planning tools may include: Enduring Skills Checklist, Think Plan Guidance format, and the CASL work on Target/Method match to ensure rigor.</p>

## COMPARABILITY

Include both assurances for establishing Comparability:

<b>Administration Protocol</b>	<p>Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria:</p> <ul style="list-style-type: none"> <li>• Aligns with standards identified in the student growth goal?</li> <li>• Meets the expected rigor of the standards?</li> <li>• Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?</li> <li>• Measures accurately the growth of individual students?</li> <li>• Measures what it says it measures and provides consistent results?</li> <li>• Allows high- and low-achieving students to demonstrate knowledge?</li> <li>• Provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students?</li> <li>• Provides sufficient data to inform future instruction?</li> </ul>
<b>Scoring Process</b>	<p><b>Step 1:</b> Principal and teacher data sources and determines Area of focus.</p> <p><b>Step 2:</b> Teacher will use the SGG template to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency Measures.</p> <p><b>Step 3:</b> The teacher will meet with his/her PLC to review the student growth goal</p>

using the rigor rubric

**Step 4:** The PLC will determine if pre/post measure (selected assessment/s) will yield true student growth data and would be comparable growth Measures.

**Step 5:** Once the peer group has vetted the goal the teacher will meet with the principal to approve goal and plan/review Strategies to meet the goal.

## Principal Professional Reflective Practice, Student Growth, TELL KY Working Conditions and Professional Growth Planning Template

<b>Principal</b>	
<b>EPSB ID#</b>	
<b>School</b>	
<b>Level</b>	

### Part A: Reflection on the Standards in the Kentucky Principal Professional Growth and Effectiveness System

Reflect on the effectiveness and adequacy of your practice in each of the performance standards. Provide a rating (I = Ineffective; D = Developing; A = Accomplished; E=Exemplary) on each performance standard and list your strengths and areas for growth. A complete listing of performance standards and indicators can be found at the end of this form.

Standard	Self-Assessment				Strengths and areas for growth
<b>1. Instructional Leadership</b> <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	D	A	E	
<b>2. School Climate</b> <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	D	A	E	
<b>3. Human Resource Management</b> <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	D	A	E	
<b>4. Organizational Management</b> <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	D	A	E	
<b>5. Communication and Community Relationship</b> <i>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</i>	I	D	A	E	
<b>6. Professionalism</b> <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>	I	D	A	E	

h from the above self-reflection to focus your professional growth goals.

## Part B: Student Growth

<b>Local Student Growth Goal Statement</b> <i>(Based on one of the State goals within your CSIP.)</i>		
<b>Principal's Student Growth Plan</b> <i>This plan will outline what the <b>principal</b> will do to impact the student growth goal.                  (Should be different than the school CSIP plan strategies/actions)</i>		
<b>Strategies/Actions</b> What strategies/actions will I need to do in order to assist my school in reaching the goal? How will I accomplish my goal?	<b>Resources/Support</b> What resources will I need to complete my plan? What support will I need?	<b>Targeted Completion Date</b> When will I complete each identified strategy/ action?

## Part C: Principal's TELL Kentucky Working Conditions Goal

### Target Question(s) from TELL Kentucky Results:

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent, will identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

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### Target Performance Standard:

The principal will connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the WC Growth Goal.

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### Working Conditions Growth Goal Statement:

The WC Growth Goal statement should be specific to the principal and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

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### Working Conditions Growth Goal Rubric:

The rubric is established when setting the WC Growth Goal in collaboration with the Superintendent. An "Accomplished" result is the expected outcome from the goal. To achieve "Exemplary" the goal must be exceeded.

Ineffective	Developing	Accomplished	Exemplary
% and below	%-%	%-%	% and above

Working Conditions Goal Action Plan			
Working Conditions	Strategies/Actions	Resources/Support	Targeted
What do I want to change	What will I need to do in order to impact the target standard	What resources will I need to	

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about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	complete my plan? What support will I need?	<b>Completion Date</b> When will I complete each identified strategy/ action?

**Part D: Professional Growth & Effectiveness Data Reflection**

What do I need to learn to meet my Student Growth Goal?  
 What do I need to learn to meet my Working Conditions Goal?

**Other Information on which to Reflect**

**Survey Results**  VAL-ED 360  Other: \_\_\_\_\_

Number of Surveys Distributed	Number of Completed Surveys Returned	Percentage of Completed Surveys Returned

**Questions to Consider:**

What did teachers/staff perceive as major strengths?  
 What did teachers/staff perceive as major weaknesses?  
 List factors that might have influenced the results.

**Other Data**  Student Achievement Data  Non-Academic Data  Supervisor Feedback  
 Other

Data Selected	Results

**Questions to Consider:**

How does the additional data inform your decision about your learning needs?

## Part E: Connecting Priority Growth Needs to Professional Growth Planning

**1) Initial Reflection:** Based on the areas of growth identified in Self-Reflection and Parts B, C, and/or D complete this section at the beginning of the school year.

<b>Professional Growth Goal:</b> <ul style="list-style-type: none"> <li>• What do I want to change about my practices that will effectively impact student learning?</li> <li>• How can I develop a plan of action to address my professional learning?</li> <li>• How will I know if I accomplished my objective?</li> </ul>	
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Connection to Standards	
The Principal should connect the PGP Goal to the appropriate performance standard and list that standard below.	

Action Plan			
Professional Learning	Strategies/Actions	Resources/Support	Targeted Completion Date
What do I want to change about my leadership or role that will effectively impact student learning? What is my personal learning necessary to make that change?	What will I need to do in order to learn my identified skill or content? How will I apply what I have learned? How will I accomplish my goal?	What resources will I need to complete my plan? What support will I need?	When will I complete each identified strategy/ action?

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

**2) On-going Reflection:** Complete this section at mid-year to identify progress toward each Student Growth/Working Conditions/Professional Growth Goal

Principal Growth Goals-Review	
(Describe goal progress and other relevant data.)	Mid-year review conducted on _____ Initials _____ <span style="display: block; text-align: right; margin-right: 50px;">Principal's</span> <span style="display: block; text-align: right;">Superintendent</span>

Date	Status of Growth Goal(s) – SGG, WC, PGP	Revisions/Modifications of Strategies or Action Plans

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

**3) Summative Reflection:** Complete this section at the end of the year to describe the level of attainment for each Professional Growth Goal

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

<b>Next Steps:</b>

<b>Administrator's Signature:</b>	<b>Date:</b>
<b>Superintendent's Signature:</b>	<b>Date:</b>

## Principal Professional Growth and Effectiveness System Site Visit Form

### Performance Standard 1. Instructional Leadership

*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.*

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

##### The principal:

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

#### Suggested Guiding Questions/Prompts:

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

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

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**Evaluator's Feedback:**

## **Performance Standard 2: School Climate**

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

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

#### **The principal:**

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

#### **Suggested Guiding Questions/Prompts:**

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

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

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**Evaluator's Feedback:**

### **Performance Standard 3: Human Resources Management**

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

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

**The principal:**

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

**Suggested Guiding Questions/Prompts:**

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

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

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**Evaluator's Feedback:**

**Performance Standard 4: Organizational Management**

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

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

**The principal:**

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

**Suggested Guiding Questions/Prompts:**

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

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

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**Evaluator's Feedback:**

## **Performance Standard 5: Communication and Community Relations**

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

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

#### **The principal:**

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

#### **Suggested Guiding Questions/Prompts:**

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

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

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#### **Evaluator's Feedback:**



**Performance Standard 6: Professionalism**

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

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

**The principal:**

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

**Suggested Guiding Questions/Prompts:**

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

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

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**Evaluator’s Feedback:**

## Principal Mid-Year Performance Review

**Directions:** Evaluators use this form to maintain a record of evidence documented for each performance standard. Evidence should be drawn from multiple appropriate sources. Evaluators may choose to use the “Evident” or “Not Evident” boxes provided under each standard to assist with documenting the principal’s progress towards meeting the standard. The evaluator should maintain this form during the course of the evaluation cycle. This report is shared at a meeting with the principal held within appropriate timelines.

### **Performance Standard 1: Instructional Leadership**

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.

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The principal:**

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

- 1.12 Demonstrates the importance of professional growth by providing adequate time and resources for teachers and staff to participate in professional learning (i.e., peer observation, mentoring, coaching, study groups, learning teams).
- 1.13 Evaluates the impact professional learning has on the staff/school improvement and student academic progress.

**Comments**     Evident     Not Evident

**Performance Standard 2: School Climate**

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

**Sample Performance Indicators**

Examples may include, but are not limited to:

**The principal:**

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

**Comments**     Evident     Not Evident

**Performance Standard 3: Human Resources Management**

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

**Sample Performance Indicators**

Examples may include, but are not limited to:

**The principal:**

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

**Comments**    Evident    Not Evident

**Performance Standard 4: Organizational Management**

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

**Sample Performance Indicators**

Examples may include, but are not limited to:

**The principal:**

- 4.1 Demonstrates and communicates a working knowledge and understanding of Kentucky school laws and regulations, and school/district policies and procedures.
- 4.2 Establishes, in collaboration with the school council, and enforces policies and procedures to ensure a safe, secure, efficient, and orderly facility and grounds.

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

**Comments**     Evident     Not Evident

**Performance Standard 5: Communication and Community Relations**

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

**Sample Performance Indicators**

Examples may include, but are not limited to:

**The principal:**

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

**Comments**     Evident     Not Evident

**Performance Standard 6: Professionalism**

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

**Sample Performance Indicators**

Examples may include, but are not limited to:

**The principal:**

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

**Comments**     Evident     Not Evident

**Strengths:**

[Click here to enter text.](#)

**Areas of Improvement:**

[Click here to enter text.](#)

Principal's Name \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date \_\_\_\_\_

Evaluator's Signature \_\_\_\_\_

### PRINCIPAL SUMMATIVE PERFORMANCE REPORT

Directions: Evaluators use this form prior to provide the principal with an assessment of performance. The principal should be given a copy of the form at the end of each evaluation cycle.

**Principal** [Click here to enter text.](#)

**School Year(s):** [Click here to enter text.](#)

**School** [Click here to enter text.](#)

#### Performance Standard 1: Instructional Leadership

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal actively and consistently employs innovative and effective leadership strategies that maximize student academic growth and result in a shared vision of teaching and learning that reflects excellence.	The principal fosters the success of all students by facilitating the development, communication, implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal inconsistently fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.	The principal rarely fosters the success of all students by facilitating the development, communication, implementation, or evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.
<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>	<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>	<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>	<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>

#### Performance Standard 2: School Climate

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal seeks out new opportunities or substantially improves existing programs to create an environment where students and stakeholders thrive and the rigor of academic expectations has significantly increased as evident through results.	The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.	The principal <b>inconsistently</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.	The principal <b>rarely</b> promotes the success of all students by developing, advocating, or sustaining an academically rigorous, positive, or safe school climate for all stakeholders.
<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>	<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>	<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>	<input type="checkbox"/> Comments <a href="#">Click here to enter text.</a>

#### Performance Standard 3: Human Resources Management

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal consistently demonstrates expertise in human resources management, which results in a highly- effective	The principal fosters effective human resources management by assisting with selection and induction, and by	The principal <b>inconsistently</b> assists with selection and induction, or inconsistently supports,	The principal <b>inadequately</b> assists with selection and induction, or inadequately supports, evaluates, and

workforce (e.g. high teacher and staff efficacy, increased student learning, teacher leaders).	supporting, evaluating, and retaining quality instructional and support personnel.	evaluates, and retains quality instructional and support personnel.	retains quality instructional and support personnel.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>

#### Performance Standard 4: Organizational Management

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal excels at organizational management, demonstrating proactive decision-making, coordinating efficient operations, and maximizing available resources.	The principal fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.	The principal <b>inconsistently</b> supports, manages, or oversees the school's organization, operation, or use of resources.	The principal <b>inadequately</b> supports, manages, or oversees the school's organization, operation, or use of resources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>

#### Performance Standard 5: Communication and Community Relations

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal seeks and effectively engages stakeholders in order to promote the success of all students through productive and frequent communication.	The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.	The principal <b>inconsistently</b> communicates and/or <b>infrequently</b> collaborates with-stakeholders.	The principal demonstrates <b>inadequate</b> and/or detrimental communication or collaboration with stakeholders.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>

#### Performance Standard 6: Professionalism

<b>Exemplary</b> In addition to meeting the requirements for Accomplished...	<b>Accomplished</b> is the expected level of performance.	<b>Developing</b>	<b>Ineffective</b>
The principal demonstrates professionalism beyond the school district through published works, formal presentation(s), involvement in state and national committees and/or leadership opportunities and/or formal recognition(s) or award(s).	The principal fosters the success of students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.	The principal is <b>inconsistent</b> in demonstrating professional standards, engaging in continuous professional learning, or in contributing to the profession.	The principal shows <b>disregard</b> for professional standards and ethics, engaging in continuous professional learning, or contributing to the profession.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>	Comments <a href="#">Click here to enter text.</a>



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**Evaluation Summary**

- Recommended for continued employment
- Recommended for placement on a Corrective Action Plan (One or more standards are ineffective or two or more standards are developing.)
- Recommended for Dismissal/Non-Renewal (The principal has failed to make progress on a Corrective Action Plan, or the principal consistently performs below the established standards or in a manner that is inconsistent with the school’s mission and goals.)

**Commendations:** [Click here to enter text.](#)

**Areas Noted for Improvement:** [Click here to enter text.](#)

**Improvement Goals:** [Click here to enter text.](#)

**Overall Evaluation Summary**

Overall Evaluation Summary Criteria			
<input type="checkbox"/> Exemplary	<input type="checkbox"/> Accomplished	<input type="checkbox"/> Developing	<input type="checkbox"/> Ineffective
Employee’s Signature/Date		Administrator’s Signature/Date	

Evaluator’s Name \_\_\_\_\_ Principal’s Name \_\_\_\_\_

Evaluator’s Signature \_\_\_\_\_ Principal’s Signature \_\_\_\_\_  
 (Signature denotes receipt of the summative evaluation, not necessarily agreement with the contents of the form.)

Date \_\_\_\_\_ Date \_\_\_\_\_

Superintendent’s Name \_\_\_\_\_

Superintendent’s Signature \_\_\_\_\_

Date \_\_\_\_\_

*Note: Standards Ratings are determined by the supervisor’s professional judgment based on sources of evidence that inform principal professional practice. These sources of evidence include:*

- Professional Growth and Self Reflection
- Site-Visits
- VAL-ED 360
- Working Conditions Goal
- Student Growth Goals
- Other district determined evidence sources

**EVALUATION APPEAL FORM**

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

<b>Employees Name:</b> _____		
<b>Home address:</b> _____		
<b>Job Title</b> _____ -	<b>Building</b> _____ -	<b>Grade or Department</b> _____ -

What specifically do you object to or why do you believe you were not fairly evaluated?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional spaced is needed, attach extra sheet.

Date you received the summative evaluation: \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

\_\_\_\_\_  
 Employee's Signature \_\_\_\_\_  
 Date

## **Individual Corrective Action Plan**

This plan is to be **completed by the evaluator with discussion and assistance from the teacher and other resource personnel** as it relates to an inadequate or “does not meet” rating on any one Standard or more from the Summative Evaluation.

The evaluator and teacher must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the teacher’s improvement of the standard.

It is the **evaluator’s responsibility to document all actions taken to assist the teacher** in improving his/her performance.

### 1. Standard Number

Identify the specific standard(s) from the Summative Evaluation Form that has a “does not meet” rating assigned.

### 2. Present Professional Development Stage (See stages on next page)

Select the stage of professional development that best reflects the teacher’s level.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

### 3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as “does not meet” on the Summative Evaluation document. The teacher and the evaluator work closely to correct the identified weakness(es).

### 4. Procedures and Activities for Achieving Goal(s) and Objective(s)

Identify and design specific procedures and activities for the improvement of performance. Include support personnel, when appropriate.

### 5. Appraisal Method and Target Dates

List the specific target dates and appraisal methods used to determine improvement of performance. Exact documentation and record keeping of all actions must be provided to the teacher.

### 6. Documentation of all reviews, corrective action, and evaluator’s assistance must be provided periodically (as they occur) to the teacher.

Evaluators must follow the local district professional development growth and evaluation plan processes and procedures for implementing an Individual Corrective Action Plan.

The Individual Corrective Action Plan is developed when a teacher receives a “does not meet” rating(s) on the Summative Evaluation OR when an immediate change is required in behavior.

## INDIVIDUAL CORRECTIVE ACTION PLAN for

\_\_\_\_\_

Date \_\_\_\_\_ Work Site \_\_\_\_\_

Standard No.	*Present PG Stage:	Growth Objective/ Goal(s) (describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates
			(attach more pages if necessary)	

**Teacher’s Comments:**

**Evaluator's Comments:**

Individual Corrective Action Plan Developed:	Individual Corrective Action Plan Developed: STATUS: Achieved ____ Revised ____ Continued ____
_____ (Teacher’s Signature) (Date)	_____ (Teacher’s Signature) (Date)
_____ (Evaluator’s Signature) (Date)	_____ (Evaluator’s Signature) (Date)

\*Professional Growth Plan Stages:

**O=Orientation/Awareness A=Preparation/Application I=Implementation/Management**

**R=Refinement/Impact**