

# Certified Evaluation Plan



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.

### Administrators

Name	Institution
Christopher Meadows	Superintendent
Steve Cole	South Magoffin Elementary, Principal
Gary Helton	Salyersville Grade School, Principal
Brian Conley	Magoffin County High School, Principal
Jessica Prater	Herald Whitaker Middle School, Asst. Principal

### Teachers

Name	Institution
Brandy McFarland	Magoffin County High School
Rebecca Arnett	South Magoffin Elementary
Robbie Hoskins	Herald Whitaker Middle School
Melinda Owens	North Magoffin Elementary
Veronica Watson	Salyersville Grade School

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# **District Professional Growth and Effectiveness Plan**

## **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) "Assistant principal" means a certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
- (2) "Certified administrator" means a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR Chapter 3.
- (3) "Certified evaluation plan" means the procedures and forms for evaluation of certified school personnel below the level of superintendent developed by an evaluation committee and meeting all requirements of the Kentucky Framework for Personnel Evaluation.
- (4) "Certified school personnel" means a certified school employee, below the level of superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR and includes certified administrators, assistant principals, principals, other professionals, and teachers.
- (5) "Conference" means 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" means the certified school personnel who is being evaluated.
- (7) "Evaluation committee" means a group, consisting of an equal number of teachers and administrators, who develop personnel evaluation procedures and forms for a local school district pursuant to KRS 156.557(5)(c)(1).
- (8) "Evaluator" means the primary evaluator pursuant to KRS 156.557(5)(c)2.
- (9) "Evaluator certification" means successful completion of certified evaluation training to ensure that certified school personnel who serve as observers of evaluatee's demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and

feedback.

(10)"Formative evaluation" is defined by KRS 156.557(1)(a).

(11)"Job category" means a group or class of certified school personnel positions with closely related functions.

(12)"Kentucky Framework for Personnel Evaluation" means the statewide framework a school district uses to develop a local certified school personnel evaluation system.

(13)"Observation" means a data collection process conducted by a certified evaluator, in person or through digital format, for the purpose of evaluation, including notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits or virtual observations of any duration.

(14)"Other professionals" means certified school personnel, except for teachers, administrators, assistant principals, or principals for which certification is required by the Education Professional Standards Board pursuant to Title 16 KAR.

(15)"Peer observation" means observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations in person or digitally.

(16)"Performance criteria" means the areas, skills, or outcomes on which certified school personnel are evaluated as described in KRS 156.557(4).

(17)"Performance measure" means one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation. Measures include planning, environment, instruction, and professionalism.

(18)"Performance rating" means the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the local district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

(19)"Personnel Evaluation System" or "system" means an evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557 and that uses clear and timely formative feedback to guide professional growth.

(20)"Principal" means 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 Title 16 KAR.

(21)"Sources of evidence" or "source of evidence" means the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings listed in Section 8 of this administrative regulation.

(22)"Summative evaluation" is defined by KRS 156.557(1)(d).

(23)"Summative rating" means the overall rating for certified school personnel below the level of superintendent as determined by the district certified evaluation plan aligned to the Kentucky Framework for Personnel Evaluation.

(24)"Teacher" means a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate pursuant to Title 16 KAR.

(25) "Specialist or Other Professional" is a person employed in one of the following categories, outlined by the Kentucky Department of Education: Library Media Specialist, Therapeutic Specialist/Speech, School Guidance Counselor, or School Psychologist.

(26)"Formative evaluation" means a continuous cycle of collecting evaluation information and providing feedback with suggestions regarding the certified employee's professional growth and performance; and

(27)"Summative evaluation" means the summary of, and conclusions from, the evaluation data, including formative evaluation data that:

1. Occur at the end of an evaluation cycle; and
2. Include a conference between the evaluator and the evaluated certified employee and a written evaluation report.

# *The Kentucky Framework for Teaching*

## Framework for Teaching and 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:

- o Professional Growth Planning and Self-Reflection
- o Observation

Additional Evidence to Support Assessment of Professional Practice:

- ✓ Team-developed curriculum units
- ✓ Lesson plans
- ✓ Communication logs
- ✓ Timely, targeted feedback from mini or informal observations
- ✓ Student data
- ✓ Student work samples
- ✓ Digital Formats for instruction and assessment
- ✓ 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
- ✓ Student Voice
- ✓ Professional development certificates/agendas
- ✓ Zoom Conferencing
- ✓ Action research projects or digital projects
- ✓ Other Measures of Student Learning
- ✓ Products of Practice

All components and sources of evidence related supporting an educator's professional practice ratings would be completed and documented to inform performance measure ratings (Planning, Environment, Instruction, and Professionalism). All Summative Ratings will be recorded in the department-approved platform.

Sources of Evidence/Framework for Teaching Alignment



Framework for Teaching (FFT)		Measure	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 - Maintaining 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 & Responsiveness	4a - Reflecting on Teaching 4b - Maintaining Accurate Records 4c - Communicating with Families 4d - Participating in Profess. Learning Communities 4e - Growing & Developing Professionally 4f - Showing Professionalism
Sources of Evidence To Inform Professional Practice	Supervisor Observation	Evidence (pre and post conferences)	Observation			Evidence (pre and post conferences)
	Professional Growth	Professional Growth Planning and Self-Reflection				
	Self-Reflection					

# 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, including administrators, participate in self-reflection and professional growth planning EACH year.

The district will utilize a 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, including Administrators will document self-reflection and professional growth on the appropriate form.
- Self-reflections and Professional Growth Plans shall be rooted in evidence/data collected from observations, student voice, peer observations, etc.

### Timeline and Monitoring for Professional Growth Planning (Teachers and Other Professionals)

- Will utilize state approved platforms or district approved forms to record growth goals and planning.
- Will complete their Professional Growth Plan and Action Plan (PGP) and receive Principal approval within the first 45 days of the first student attendance day each year or within the first 45 instructional days, 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 their professional judgment and/or that of their supervisor). Modification to the PGP shall be reviewed and approved by the supervisor.

## 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 the first 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.

### 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 (conducted in person/face-to-face or virtually) 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.

- If funding permits, KTIP Teacher observations will be conducted according to criteria set forth by EPSB. If funding is not available, first year teachers will follow non-tenured observation cycle.
- Requires documentation in writing and in official personal record for all summative evaluations.
- Ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record.

### Evaluators:

- All administrators serving as a primary evaluator **MUST** complete a minimum of six (6) hours annually of the personnel evaluation system, approved by the Effective Instructional Leadership Act (EILA) and provided by the Kentucky Department of Education for Certified Evaluator Training. First year evaluators will complete the two (2) day initial certified evaluation training, also provided by the Kentucky Department of Education.
- All administrators serving as a primary evaluator will receive district support and resources necessary to ensure consistent and reliable ratings (calibration) using district provided/department approved vendors/resources to evaluators conducting observations.

### Observation Schedule

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

professionals. One year or non-tenured teachers and three year or tenured teachers will follow the schedule below.

### One Year Educator Plan Schedule (Non-Tenured)

Teachers that are on a one-year cycle, will adhere to the following schedule:

Two (2) Observations will be conducted (beginning after the evaluation training takes place with the first 45 days of reporting for employment)

- ONE (1) formal observation in the **Fall Semester** and ONE (1) formal observation in the **Spring Semester**. (face to face or virtual observation)
- The **TWO (2)** observations will be conducted by a supervisor. An additional mini or full peer observation may occur, if requested by the teacher. (face to face or virtual observation)
- The **final** observation will be conducted during the Spring Semester, but before April 30th.(face to face or virtual observation)
- Additional observations may be conducted if the supervisor chooses to do so using the same format.

### Three Year Educator Plan Schedule (Tenured)

Teachers that are on a three (3) year cycle, will adhere to the following schedule, which will occur during their final year of the cycle:

- A minimum of **ONE (1)** observation conducted by the supervisor will occur during the 3rd year. If requested by the teacher, an additional observation may be conducted by a peer observer. (face to face or virtual observation)
- Additional observations may be conducted during the three-year cycle if the supervisor chooses to do so.

### Late Hires

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

- 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 evaluator does not report to work for sixty (60) or more consecutive school days the minimum observations for that evaluate will be one full observation conducted by the evaluator of that evaluate.

*All observations, for both Non-Tenured and Tenured personnel, will be documented in state-approved platform or district approved documents.*

## 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. The peer observer may use a digital format to obtain teacher observations, collect evidence and give feedback.

### 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 (3) years.
- ONLY the evaluatee will access all peer observation documentation.

### District Decision:

- Principals will attend an annual CEP update training to comply with state mandates. Newly hired principals will attend the initial training
- Peer observations, if requested, will be documented in state approved platform or on 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.

## Observation Conferencing

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

### Pre-Observation Conferencing

- Pre-observation conferencing is NOT a requirement. However, the Principal or Teacher may request a Pre-Observation Conference, in writing. (Pre-Obs Conferencing can occur through digital format)
- It is recommended prior to a peer observation, the two teachers discuss “look fors” during the observation to guide the observation
- Pre-Observation document, which will be used for all teachers and other professionals, for observations, is included in the **Appendix**.

### Post-Observation Conferencing

- Post conferences are face-to-face or digital 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, included in the **Appendix**.
- 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.

### 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 30 days of reporting for employment of the school year.
- Observations must be completed by April 30th of the school year.

### **Timeline Implementation Chart**

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

#### *First Semester: Implementation/Conferencing Timeline*

Procedure	Date(s)
Orientation to the evaluation plan, including	NO LATER than 30 calendar days of employees

standards and performance criteria.	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. (*All staff will use the state approved or district approved form)	August/September
Self-Reflection Completed.	Within the first 30 instructional days.
Development of initial Professional Growth Plan.	September/October
Individual Professional Growth Plan	Within the first 45 instructional days.
Conduct observations and conferences for collecting data regarding performance of non-tenured teachers, or teacher interns.	One (1) observation and one (1) post-observation conference, by the end of the semester, unless additional observations are deemed necessary EPSB requirements or additional observations requested by the direct supervisor and shall be completed no later than five (5) working days before the end of the semester.
Pre-Observation document for all observations.	Document will be due to the Supervisor conducting the observation One (1) to Three (3) instructional days prior to the observation.
First Observation. (Full)	First Semester
Post-Observation Conference and document.	Within 5 working days of observation.
Peer pre-observation document. (if requested)	One (1) to three (3) instructional days prior to observation.

*Second Semester: Implementation/Conferencing Timeline*

Procedure	Date(s)
Pre-observation document for all observations.	Document will be due to Supervisor conducting the observation One (1) to Three (3) instructional days prior to the observation
Second Observation. (Full) (*Applicable for all non-tenured or intern teachers.)	Should be completed NO LATER than April 30 of the school year.
Pre-Observation document for all observations.	Document will be due to the Supervisor conducting the observation One (1) to Three (3) instructional days prior to the observation.

Post-Observation Conference and document.	Within 5 working days of observation.
Conferencing and data collection, regarding performance of non-tenured or intern (1 year) certified staff members.	The summative evaluation conference shall be held at the end of the summative evaluation cycle, prior to May 15.
Conferencing and data collection, regarding performance of 3-year teachers, every year.	The summative evaluation conference shall be held at the end of the summative evaluation cycle, prior to May 15.
If a 3-year (tenured) teacher is determined "ineffective", additional observations may be deemed by the supervisor.	All required and additional observations should be completed no later than April 30.
Annual summative evaluations for all admin and other professionals, completed annually.	No later than May 15.

### Student Voice

The Student Voice Survey (SVS) 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 district approved Student Voice Survey with a minimum of one identified group of students.
- Results may be used as a source of evidence for Professional Practice.
- Formative years' data may 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 in **Appendix**.
- 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

#### District Decision:

- 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 SVS 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 middle school and high school, principals and teachers will agree upon a class period in which the survey will be administered. If no agreement can be determined, the CEP



Coordinator will make the final decision.

- o 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).
- Surveys, at the teachers request, may be completed during the school year.
- 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 evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the performance measures, outlined by the Kentucky Framework for Teaching and Kentucky Framework for Other Professionals.

#### Required:

- Observations conducted by certified supervisor observer
- Self-Reflection and Professional Growth Plans

#### District Decision:

Certified Staff may provide additional evidence to support assessment of their own professional practice. These evidences should yield information related to the teacher's practice within the performance measures.

- ✓ Team-developed curriculum units
- ✓ Lesson plans
- ✓ Communication logs
- ✓ Timely, targeted feedback from mini or informal observations via face to face or digital
- ✓ Student data records
- ✓ Student work
- ✓ Student formative and/or summative course evaluations/feedback
- ✓ Minutes from PLCs
- ✓ Zoom Meetings
- ✓ Teacher reflections and/or self-reflections
- ✓ Teacher interviews
- ✓ Teacher committee or team contributions
- ✓ Student Voice Surveys
- ✓ Parent engagement surveys
- ✓ Classroom schedules
- ✓ Records of student and/or teacher attendance
- ✓ Video lessons

- ✓ Digital Formats
- ✓ Engagement in professional organizations
- ✓ Action research projects
- ✓ Other

#### Other Professionals:

- Professionals who work with classes of students on a daily, weekly or other recurring schedule, will follow the protocols of the Certified Evaluation Plan.
- Use a collaborative process in summative evaluations.
- May require further profession-specific visit types of questions, if some areas are not clear.

#### Performance Measures

The [Kentucky Framework for Teaching](#) stands as the critical rubric for providing educators and evaluators with concrete descriptions of practice associated with specific measures. 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.

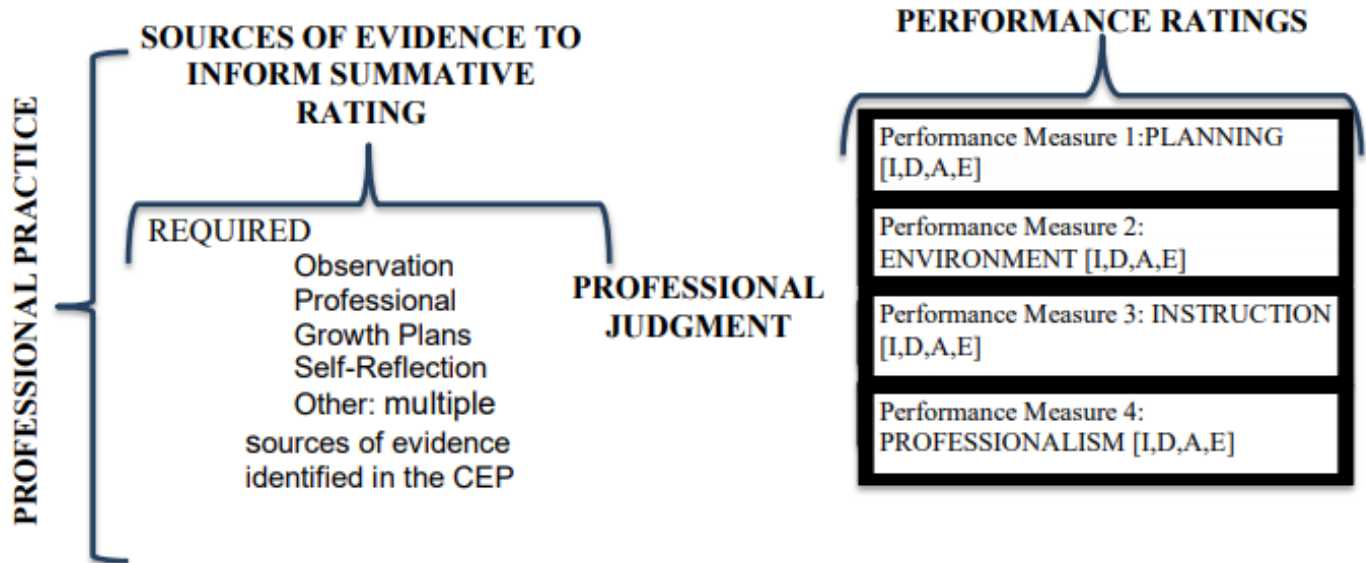
The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each measure at the culmination of an educator's cycle.

#### Required:

- Each Teacher, Other Professional, or Administrator, will be provided a rating for each performance measure, based on evidence.
- All ratings must be recorded in the state-approved platform or district approved platform.

## Determining 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 each performance measure.



The evaluator determines the Overall Performance Category (Summative Rating) based on professional judgement informed by evidence, that demonstrates the educator's performance against the measures and decision rules that establish a common understanding of performance threshold, to which all educators are held.

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

1. Determine the individual Performance Measure ratings through the use of sources of evidence and professional judgment.
2. Apply District Decision Rules for determining an educator's summative rating.

## Criteria for Determining an Educator's Overall Professional Practice Rating

IF ...	THEN ...
Performance Measures 2 <b>AND</b> 3 rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>INEFFECTIVE</b>
Performance Measures 2 <b>OR</b> 3 rated <b>INEFFECTIVE</b>	Summative Rating shall be <b>DEVELOPING OR INEFFECTIVE</b>
Performance Measures 2 <b>OR</b> 3 rated <b>DEVELOPING</b>	Summative Rating Shall <b>NOT</b> be <b>EXEMPLARY</b>
Performance Measures 1 <b>OR</b> 4 rated <b>INEFFECTIVE</b>	Summative Rating Shall <b>NOT</b> be <b>EXEMPLARY</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>ACCOMPLISHED</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>DEVELOPING</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>ACCOMPLISHED</b>
Two Performance Measures are rated <b>ACCOMPLISHED</b> , and two Performance Measures are rated <b>EXEMPLARY</b>	Summative Rating shall be <b>EXEMPLARY</b>

### 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 district required sources of evidence during the cycle and determine a rating for each measure. Other sources of evidence may include – Additional Observations, Student Voice Survey (when requested by the teacher), Self - Reflection, Professional Growth Plans, evidence listed on previous pages 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 four performance measures at the end of the evaluation cycle, he/she must provide one summative rating that is inclusive of all measures.

The Principal may complete the chart below with the letter that stands for the level the teacher was rated in each measure:

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

Teacher Professional Practice Ratings:

Performance Measure 1: Planning	
Performance Measure 2: Environment	
Performance Measure 3: Classroom Instruction	
Performance Measure 4: Professionalism	

Other Professionals Practice Ratings:

Performance Measure 1: Planning	
Performance Measure 2: Environment	
Performance Measure 3: Delivery of Service	
Performance Measure 4: Professionalism	

Once the chart above is completed, the principal will apply the District Decisions Rules (*see CRITERIA FOR DETERMINING AN EDUCATOR/OTHER PROFESSIONAL'S OVERALL SUMMATIVE RATING*) for determining an educator's summative rating. If none of the situations 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.

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

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 schools will choose a teacher to organize 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. **Evaluatee:** 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 administrator to train, identify how the school will organize for the teacher survey and to distribute 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: anything that is different from something already mentioned, listed or defined.

## Principal Professional Growth and Effectiveness System Components

### Overview and Summative Model:

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

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. All administrators receive summative evaluations annually.

[The Principal Performance Standards](#) are designed to support student achievement and professional best-practice through the measures 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 for each of the four measures (Planning, Environment, Instruction, and Professionalism). The four Performance Measures 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 ten standards with the [Ky Principal Eval Tool](#). Performance will be rated for each measure 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 measures at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each measure.

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 measure, 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/Walk Throughs
- Val-Ed 360°/TELL or Other district approved surveys
- Working Conditions Goal

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

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

### **Performance Standard 1: Mission, Vision and Core Values**

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community. g) Model and pursue the school's mission, vision, and core values in all aspects of leadership

## **Performance Standard 2: ETHICS AND PROFESSIONAL NORMS**

**Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.**

Effective leaders: a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.

b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.

c) Place children at the center of education and accept responsibility for each student's academic success and well-being.

d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.

e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.

f) Provide moral direction for the school and promote ethical and professional behavior among faculty and sta

## **Performance Standard 3: EQUITY AND CULTURAL RESPONSIVENESS**

**Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being**

Effective leaders:

a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.

b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.

c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.

d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.

e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.

f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.

g) Act with cultural competence and responsiveness in their interactions, decision making, and practice. h) Address matters of equity and cultural responsiveness in all aspects of leadership

#### **Performance Standard 4: CURRICULUM, INSTRUCTION, AND ASSESSMENT**

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

Effective leaders:

a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.

b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.

c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.

d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.

e) Promote the effective use of technology in the service of teaching and learning.

f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.

g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction

#### **Performance Standard 5: COMMUNITY OF CARE AND SUPPORT FOR STUDENTS**

**Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.**

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community

#### **Performance Standard 6: PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL**

**Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being**

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.

c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.

d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.

e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.

f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.

g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.

(h) Promote the personal and professional health, well-being, and work-life balance of faculty and staff. i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

#### **Performance Standard 7: PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF**

**Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.**

Effective leaders:

a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.

b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.

c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.

d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.

- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning. h) Encourage faculty-initiated improvement of programs and practices.

## **Performance Standard 8: MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY**

**Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.**

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.
- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

## **Performance Standard 9: OPERATIONS AND MANAGEMENT**

**Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.**

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and nonmonetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- ) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

## Performance Standard 10: School Improvement

**Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.**

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.



### Professional Growth Planning and Self-Reflection:

The Professional Growth Plan will address realistic, focused, and measurable professional Goals. The plan will connect data from multiple sources including 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 practices on student growth and achievement.

- ✓ ALL principals will participate in self-reflection and professional growth planning, annually.
- ✓ ALL assistant principals will participate in self-reflection and professional growth planning, annually.

### 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 standards, and developed their Professional Growth Plan (PGP).
- ✓ 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 a 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.
- ✓ Requires documentation in writing and in official personal record for summative evaluation
- ✓ Ensures that evaluatee has the opportunity to submit a written statement in response to the summative rating and that response is included in the official personnel record



## Site Visits

Will be 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)

### Required:

- First site visit will occur prior to December 15th (Fall Semester).
- Second site visit will occur prior to May 15th (Spring Semester).
- Each site visit will be a minimum of one hour.
- Post conferences shall be conducted after each site visit, 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 adhere to Principal Performance Standards, helping them identify areas in which he/she needs to grow.
- May 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. These visits and discussions may be conducted virtually.
- 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 platforms or on district approved documents.
- At least three (3) conferences will take place between the Evaluator and Evaluatee throughout the year

Beginning of Year Conference: (In person or virtual)

- Establish purpose of the meeting
- Discuss reflections of data
- Discuss reflections of the Principal Performance Measures
- 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 Conference:(In person or virtual)

- Establish the purpose of the meeting
- Discuss the first observation/site visit and provide feedback
- Share progress toward Professional Growth Goal
- Discuss documentation of each measure -- determine if any other documentation is needed
- Questions/Concerns/Comments
- Set Tentative Date for End-of-Year Review

End-of-Year Conference:(In person or virtual)

- Establish the purpose of the meeting
- Discuss the second observation/site visit and provide feedback
- Share progress toward Professional Growth Goal
- Discuss progress of each each measure -- determine if any other documentation is needed
- Questions/Concerns/Comments
- Discuss overall rating based on Kentucky Principal Standards

Site Visit 1:

- Reflections of data
- Reflections of the Principal Performance Measures
- Acceptance of the Principal Professional Growth and Action Plan

Site Visit 2:

- Reflections of data
- Progress toward Principal Professional Growth Goals

## Val-Ed 360°

### Products of Practice/Other Sources of Evidence

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

#### **Required:**

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360/TELL or Other District Approved Surveys
- Working Conditions Goal

#### **Evaluators May also use:**

- Other measures of student learning
- Products of Practice
- Other Sources