

2016-2017  
EMPLOYEE EVALUATION PLANS



Warren County Public Schools  
303 Lovers Lane  
Bowling Green, KY 42103  
270 781-5150

Superintendent  
Rob Clayton

Evaluation Contact  
Kathy Goff

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CERTIFIED EVALUATION PLAN



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Approved by the Warren County Board of Education  
April 25, 2016

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## ASSURANCES CERTIFIED EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

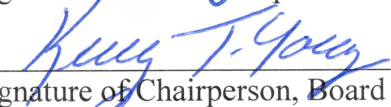
The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on April 25, 2016.

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

4/25/16  
\_\_\_\_\_  
Date

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

4/25/16  
\_\_\_\_\_  
Date

## **50/50 COMMITTEE**

In order to develop and implement an evaluation system for Warren County Public Schools, a committee comprised of an equal number of teachers and administrative personnel was established. This committee will be referred to throughout this document as the 50/50 Committee. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

The district shall designate a contact person responsible for monitoring evaluation training and implementing The Professional Growth and Effectiveness System.

### **2016-2017 50/50 Committee**

Stephanie Martin, Principal, Jody Richards Elementary School  
Greg Dunn, Principal, Greenwood High School  
Daryl Woods, Principal, Drakes Creek Middle School  
Dan Costellow, Principal, Rich Pond Elementary School  
Melanie Llontop, Assistant Principal, Greenwood High School  
Nicole Clark, Principal, Warren East High School  
Sarah Baker, Assistant Principal, Bristow Elementary School  
Adam Hatcher, Assistant Principal, Warren Central High School  
Melissa Stephanski, Principal, Plano Elementary School  
Robby Forsythe, District Technology Coordinator  
David Cloyd, Principal, Warren East Middle School  
Cordelia Thompson, Curriculum Coordinator, Lost River Elementary School  
Amy Buss, Technology Resource Teacher  
Tamara O’Nan, Teacher, Alvaton Elementary School  
Lyndsey Deere, Teacher, Briarwood Elementary School  
Debra LaSala, Curriculum Coordinator, Oakland Elementary School  
Julie Waddell, Teacher, South Warren High School  
Alex Hall, Teacher, Greenwood High School  
Melanie Keeling, Teacher, Warren East High School  
Jennifer Hawkins, Teacher, Cumberland Trace Elementary School  
Taylor Nash, Teacher, Henry Moss Middle School  
Marti Watson, Teacher, Warren Central High School

### **2016-2017 Appeals Committee**

Kim Coomer  
Jennifer Hawkins  
Pat Stewart

# DISTRICT PROFESSIONAL GROWTH & EFFECTIVENESS PLAN

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

## Roles and Definitions

1. **Administrator:** Means an employee for which administrative certification is required by the Educational Professional Standards Board pursuant to 16 KAR 3:050.
2. **Artifact:** A product of a certified school personnel's work that demonstrates knowledge and skills.
3. **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.
4. **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.
5. **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.
6. **Comparability:** A goal that contains a uniform expectation for student achievement and is consistently aligned with standards.
7. **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.
8. **Corrective Action Plan:** A plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performance at any time during the school year.
9. **Danielson Framework for Teaching:** The document indicating the domain, components, and descriptors for which certified personnel will be evaluated.
10. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
11. **Educator Development Suite:** A component housed within CIITS for the purpose of compiling information relating to the evaluation cycle of certified employee.
12. **Enduring Skill:** A skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school. Enduring skills are required for success in future course work.
13. **Evaluatee:** District/School personnel that are being evaluated.
14. **Evaluator (Primary):** Administrator/director who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
15. **Evidence:** Documents or demonstrations that indicate proof of a particular descriptor.
16. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
17. **Full/Formal Observation:** An observation consisting of one full instructional period, (i.e., bell to bell)
18. **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.
19. **Job Category:** A group or class of certified school personnel positions with closely related functions.
20. **Local Contribution:** A rating based on the degree to which a teacher 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).
21. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b) Observer Certification
22. **Mini Observation:** An observation that does not have to be scheduled in advance with the evaluatee and will last approximately 20-30 minutes.

23. **Observation:** Documentation and feedback on a teacher's professional practices and observable behaviors.
24. **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.
25. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
26. **Overall Student Growth:** The overall growth rating assigned when combining the Student Growth Goal with the Student Growth Percentile ratings.
27. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, which observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practices.
28. **Peer Observer Modules:** Three modules designed to provide training for peer observers before completion of peer observations.
29. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
30. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
31. **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.
32. **Performance Rubrics:** A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
33. **Performance Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
34. **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.
35. **Professional Growth:** Increased effectiveness resulting from experiences that develop an educator's skills, knowledge, expertise and other characteristics.
36. **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.
37. **Professional Growth Goal:** Measurable goal written by certified employee using established guiding questions and meets the established criteria checklist.
38. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect students' needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.
39. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
40. **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.
41. **Ratings:** Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.
42. **Rigor:** Congruency to the Kentucky Core Academic Standards.
43. **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.
44. **Scheduled Observation:** An observation that has been planned and scheduled by the primary evaluator and evaluatee.
45. **Site Visit:** Methods by which superintendents may gain insight into whether principals are meeting the performance standards.

46. **SMART Goal Criteria:** Acronym/criteria for developing student growth goals (Specific, Measurable, Attainable, Relevant, Time-bound)
47. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
48. **State Contribution:** A rating based on each student's rate of change compared to other students within a similar test score history ("academic peers") expressed as a percentile. Student Growth Percentiles are measured for grades 4-8 in Reading and Mathematics.
49. **Student Data Point:** Information about a student's learning rate and level of achievement taken in context over time. A single fact or piece of information.
50. **Student Growth:** Quantitative measure of the impact a teacher has on a student (or set of students) as measured by student growth goal setting and student growth percentiles.
51. **Student Growth Goal:** Measurable goal(s) written by the certified employee who measures student growth over time following the SMART criteria format and developed by using established criteria checklist.
52. **Student Growth Goal Ratings:** Ratings assigned to student growth based on a rubric indicating high, expected, or low growth.
53. **Student Growth Percentile:** Each student's rate of change compared to other students with a similar test score history.
54. **Student Mobility:** A measure of how many students are transferring in/out of a classroom or school.
55. **Student Voice:** The state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practices.
56. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
57. **Surveys:** Tools used to provide information to principals about perception of job performance.
58. **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.
59. **TELL Kentucky Survey:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.
60. **Unscheduled Observation:** An observation that has not been previously scheduled with the evaluatee.
61. **Val-Ed Point of Contact:** Person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.
62. **Val-Ed 360 Survey:** 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).
63. **Working Conditions Goal:** Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.
64. **Working Day:** A day is defined as any day in which school is in session for instruction.
65. **Workplace Visit:** A visit to the evaluatee's work place assignment by which an evaluator may gain insight into whether the evaluatee is meeting the performance standards.

For additional definitions and roles see 704KAR 3:370 Professional Growth and Effectiveness System.

## PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide Professional Growth and Effectiveness System (PGES).

For the 2016-2017 year only, the following certified positions will not be included in TPGES. These employees will follow the pre-PGES evaluation process determined by the district.

Preschool Facilitator  
Reading and Math Facilitator  
Technology Integration Specialist  
Student Assistance Staff  
Truancy/Dropout Prevention Staff  
Home-Hospital Teacher  
Deaf/Hard of Hearing Specialists  
Special Education Consultants  
Certified District Level Psychologists  
ATC Special Education Career Teacher  
Vision Consultants  
Alternate to Suspension Staff  
Personnel Recruitment Facilitator  
Others to be determined by the District Evaluation Plan Point of Contact

Other Professionals (OPGES) are defined as the following job assignments and will be part of the new evaluation system. These job titles have been referenced as OPGES on Kentucky Department of Education website and materials.

Guidance Counselors  
Library Media Specialists  
Speech Language Pathologists  
School/District Instructional Coaches (Curriculum Coordinators, Interventionists, District RTI Coaches, Reading/Math District Interventionists, Building Level Student Services Coordinator)

### The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals

The 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

#### **Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

The Frameworks also includes 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 will be a holistic representation of performance, combining data from multiple sources of evidence

across each domain. The timelines outlined throughout the Certified Evaluation Plan document may be adjusted as necessary for extenuating circumstances.

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 will 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.

All components and sources of evidence related to supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in the Kentucky Department of Education approved technology platform (CIITS for the 16-17 school year).

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

**Required for all TPGES and OPGES Employees**

- Observations conducted by primary evaluator
- Student Voice Survey(s)
- Self-reflection and professional growth plans
- All documentation will be recorded in the district approved technology platform (CIITS)

**Other**

Additional sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Student Growth/Achievement
- Self-assessment
- Reflection
- Assessment data
- Surveys (Student Voice and others)
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Student pre, post, formative and/or summative course evaluations
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Progress monitoring data
- Membership in professional organizations
- Site Visit / Workplace Visit (OPGES, Principals, Dean of Students)

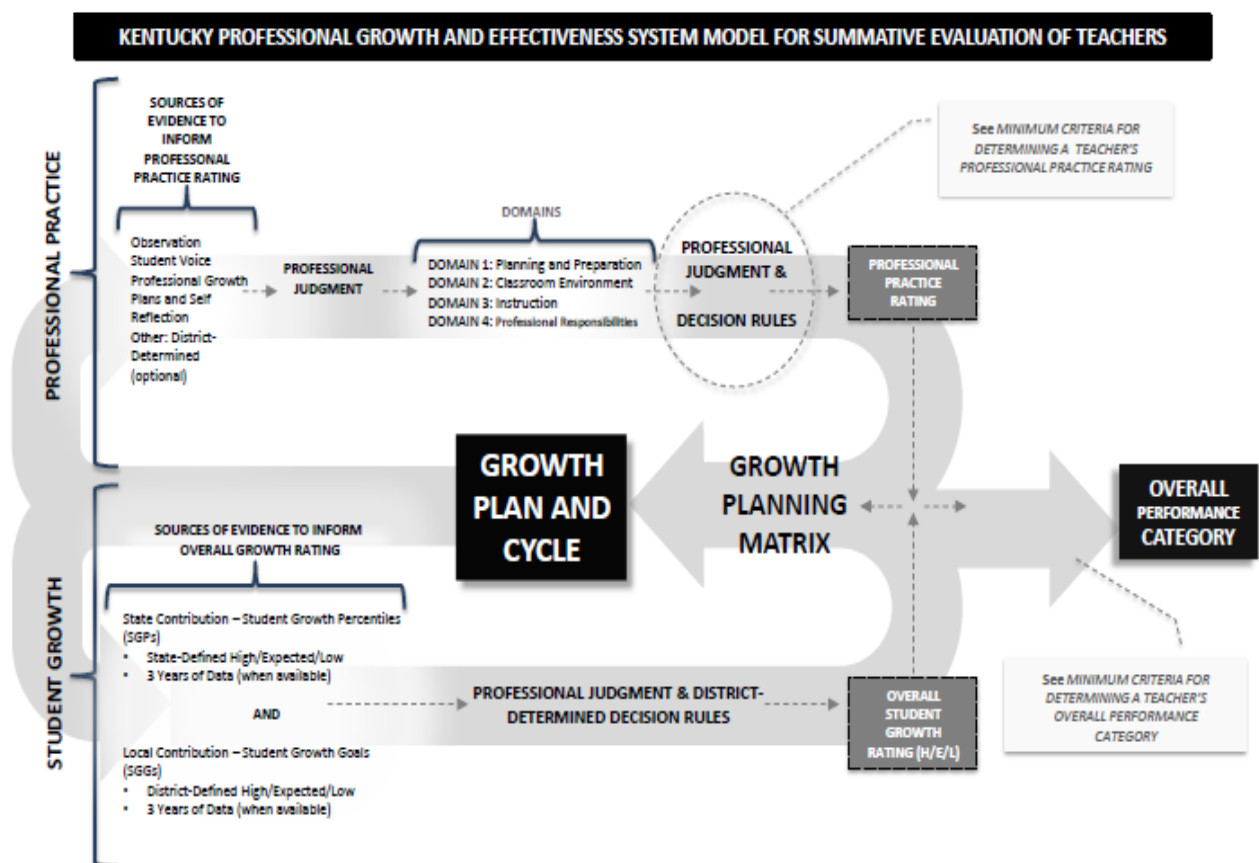
## Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

# Teacher Professional Growth and Effectiveness System (TPGES)

## Overview

Chart 1:



## Sources of Evidence/Framework for Teaching Alignment

Chart 2: Sources of Evidence

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-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 & Responsive		4a-Reflecting on Teaching		4b-Maintaining Accurate Records		4c-Communicating with Families		4d-Participating in Profess. Learning Comm.		4e-Growing & Developing Professionally		4f-Showing Professionalism	
SOURCES OF EVIDENCE To Inform Professional Practice		Supervisor Observation	Evidence (pre and post conferences)						Observation								Evidence (pre and post conferences)																													
		Student Voice							Kentucky Student Voice Survey																																					
		Professional Growth	Professional Growth Planning and Self Reflection																																											
		Self-Reflection																																												
		Peer Observation								Peer Observation																																				

All domains will be considered in determining the employee's professional practice rating. Domains 1 and 4 will be measured through artifacts, conferencing, and/or observations. (For more information on what artifacts may be reviewed, see the Appendix form Artifacts for Domains 1 and 4.) Domains 2 and 3 will be measured through observation and conferencing.

### Professional Practice

#### Assignment of Primary Evaluator

The immediate supervisor will designate the primary evaluator for each certified staff member assigned to his/her location by September 1 of each year and report it on the Primary Evaluator Assignment Form (see Appendix) to the district certified evaluation plan contact. Late hires, after September 1, will have an evaluator assigned within the first 30 days of employment.

#### **Required for all TPGES and OPGES Employees**

- Observations may begin 30 calendar days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.
- District will adhere to the KTIP-approved guidelines when completing evaluations.

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

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect 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 primary evaluator, teachers will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection. The Professional Growth Plan will align with the school/district improvement plans.

Reflective practices and professional growth planning are repetitious 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 primary evaluator 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.

#### **Required for all TPGES and OPGES Employees**

- All teachers and other professionals will participate in self-reflection and professional growth planning each year according to the schedule below. Teachers are encouraged to continuously self-reflect on their professional practice throughout the school year. Changes can be made in the initial self-reflection at any time. See Tables 1, 2, and 3 for self-reflection and professional growth planning timelines.
- All classroom teachers and OPGES employees will document self-reflection and professional growth planning in CIITS
- Multiple sources of data shall be used to develop the Professional Growth Plan and can be used throughout this entire process.

**Table 1: Timeline for Self-Reflection and PGP for Tenured TPGES and OPGES Employees**

<b>Month</b>	<b>Activity</b>
<b>August</b>	<b>Self-Reflection completed and documented in CIITS.</b>
<b>August</b>	<b>TPGES Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.</b>
<b>August</b>	<b>Teachers will validate class lists in CIITS during the first two weeks of student attendance.</b>
<b>September-October</b>	<b>Collaborates with his/her primary evaluator, develops professional growth plan and action steps by October 31.</b>
<b>November-March</b>	<b>Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection.</b>

Month	Activity
March-April 15	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted.
April 15	Primary evaluator recommends re-employment/termination to superintendent. Annual review of PGP must be completed for all tenured teachers recommended for termination.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 2: Timeline for Self-Reflection and PGP for New and Non-Tenured TPGES and OPGES Employees**

Month	Activity
August	Self-Reflection completed and recorded in CIITS for returning non-tenured teachers and/or new teachers.
August	TPGES Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
August	Teachers will validate class lists in CIITS during the first two weeks of student attendance.
September	Self-Reflection shall be completed prior to September 1
September-October	Collaborates with his/her primary evaluator after completion of mini-observation to develop growth plan and action steps by October 31.
November-January	Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed.
January-March	Continued implementation and ongoing reflection
February-March	Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator.
April 15	Primary evaluator shall assign a rating and complete the Summary of Evidence.
April 15	Primary evaluator recommends re-employment/termination to superintendent

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 3: Timeline for Late Hires (tenured and non-tenured)**

Evaluation Plan Orientation	TPGES Orientation for employees no later than the end of the first 30 calendar days of reporting for employment for each school year.
Teachers hired after the first day of instruction	Complete self-reflection and PGP within 30 days of their hire date.
Teachers will validate class lists in CIITS	Teacher will validate class lists in CIITS during the first two weeks of employment.

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

## Observation Model for TPGES and OPGES Employees

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

Observers will conduct three mini-observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify “look fors” in the next mini-observation session. The final observation is a full formal observation consisting of one full instructional period.

Mini-observations do not have to be announced/scheduled, however, the observer must be visible and the teacher must be aware that an observation is occurring.

### Required for all TPGES and OPGES Employees

#### Non-tenured

- Non-tenured TPGES and OPGES employees will have a minimum of 3 observations conducted by the primary evaluator (2 minis and 1 full/formal) and 1 observation conducted by the peer. The peer observer shall complete a mini-observation prior to the full/formal observation conducted by the primary evaluator. The final observation is conducted by the primary evaluator and is a full/formal observation and must occur after the peer observation is completed.
- All observations must be documented on district-approved forms and recorded in CIITS.

#### Tenured

- Tenured teachers will receive one full/formal observation by the supervisor and three mini-observations over the three-year summative cycle. One of the three mini-observations will be by the peer observer and will occur in the summative year. The primary evaluator shall complete one mini-observation in the first year, one mini-observation the second year, and a full/formal being the final observation completed during the final year of the cycle. The peer observer shall complete a mini-observation during the third year of the cycle, prior to the full/formal observation conducted by the primary evaluator.
- OPGES employees will follow a three-year cycle with a minimum of 3 primary evaluator observations. Years 1 and 2 will consist of a mini-observation by the primary evaluator and Year 3 will consist of a full/formal observation as well as a peer observation.
- All observations must be documented on district-approved forms and recorded in CIITS.

**Table 4: Observation Schedule for Tenured TPGES and OPGES Employees \***

Year One	Year Two	Year Three
Mini-observation by primary evaluator by April 30	Mini-observation by primary evaluator by April 30	Mini-observation by peer observer by October 31
		Full/formal observation by primary evaluator by April 1

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

**Table 5: Observation Schedule for Non-Tenured TPGES and OPGES Employees\***

Every Year
Mini-observation by peer observer by October 31
Mini-observation by primary evaluator by October 31
Mini-observation by primary evaluator by January 15
Full/formal observation by primary evaluator by April 1

Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

#### **Observation Timeline for Late Hires (tenured and non-tenured)\***

Teachers hired during the first semester of instruction will complete all components of the observation schedule. Teachers hired during the third quarter of instruction will receive one-mini and one full/formal observation from the primary evaluator. Teachers hired during the fourth quarter of instruction will receive one-mini observation by the primary evaluator.

**\*Additional observation(s) may be conducted if deemed necessary by the primary evaluator. If the overall rating for a full/formal observation result yields an ineffective rating for any domain, a corrective action plan shall be developed and additional observation(s) shall be required. The frequency and type of additional observation(s) will be left to the discretion of the primary evaluator and the district evaluation point of contact.**

#### **Peer Observation for TPGES and OPGES Employees**

A Peer Observer will observe, collect, and share evidence, and provide feedback for formative purposes only. Peer Observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the Observee unless permission is granted.

A peer observer must be a certified Warren County school employee who has been trained. First year teachers; teachers in their KTIP year; first year teachers to the District; or tenured teachers whose results yield an ineffective determination will not be considered as peer observers. All peer observers participating during the summative year observations will complete state-developed training once every three (3) years. This training can be found at the web site: <http://ket.pbslearningmedia.org>.

A signed, district-approved Peer Observation Form (See Appendix) must be submitted by the Peer Observer to the primary evaluator. The primary evaluator will send forms to the District Office no later than May 30 with other required evaluation documents. It is advisable that the School Principal retains a copy of the form at the school level.

#### **Required for all TPGES and OPGES Employees**

##### **Tenured**

- Receive a peer observation in their summative year.
- All required peer observations must be documented on district-approved forms.
- Peer Observers will be assigned to teachers and other professionals by the immediate supervisor on or before September 1 of each school year (or within 30 days of employment for late hires in the first semester only). Examples of trained Peer Observers include, but are not limited to: Department Head, Teacher Leaders, PLC Team Leaders, NBCT, Content Specialists, and others approved by the District Evaluation Plan Point of Contact.
- Only the Peer Observer and the Observee will have access to the peer observation information.

### Non-tenured

- Receive a peer observation yearly until tenured status is achieved.
- All required peer observations must be documented on district-approved forms.
- Peer Observers will be assigned to teachers and other professionals by the immediate supervisor on or before September 1 of each school year (or within 30 days of employment for late hires in the first semester only). Examples of trained Peer Observers include, but is not limited to: Department Head, Teacher Leaders, PLC Team Leaders, NBCT, Content Specialists, and others approved by the District Evaluation Plan Point of Contact.
- Only the Peer Observer and the Observee will have access to the peer observation information.

### Peer Observers in Alternative Settings

The primary evaluator and the District Evaluation Plan Point of Contact will assign peer observers in alternative settings.

## Observation Conferencing

### Required for all TPGES and OPGES Employees

Observers will adhere to the following observation conferencing requirements:

- **Full/Formal** – The full/formal observation will be scheduled at least 2 days prior to the observation and the teacher notified of the pending observation. *An **electronic pre-conference communication shall take place at least one working day prior to the observation.*** A **person-to-person, post-observation conference** will be conducted within five (5) working days after the full/formal observation. All data will be entered onto the district-approved form (CIITS). If the post-observation conference is not held within the 5 working days, another full/formal observation must be scheduled.
- **Peer – Person-to-person pre-conference** communication shall take place 3-5 working days prior to the observation. A person-to-person, post-observation conference will be conducted within five (5) working days after the peer observation. All data will be entered onto the district-approved form (CIITS) and the Primary Evaluator will submit a completed Peer Observer Verification Form.
- **Mini – No pre-conference meeting** is required for this observation. The mini observation may be announced or unannounced and will be focused only on Domains 2 and 3 of the Framework for Teaching. A **person-to-person, post-observation conference** will be conducted within five (5) working days after the mini-observation. If the post-observation conference is not held within the 5 working days, another mini observation must be conducted. All data will be entered onto the district-approved form (CIITS).
- The summative evaluation conference shall be held at the end of the summative evaluation cycle. During the summative conference, observation results and other evidence will be reviewed so that an overall performance rating for all domains in the Framework for Teaching can be determined and the Summary of Evidence completed by April 15 of each year.
- A summative report shall be entered and printed from CIITS at the conclusion of the summative conference and signed by both evaluator and evaluatee. The summative report shall be included in the district teacher personnel file by June 15 of each year. The evaluatee will also be provided a copy of the summative report.

## Observer Certification

All administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training provided by KDE and annual district certified/classified training prior to conducting observations for the purpose of evaluation. Administrators who are evaluating first year teachers must also complete the current KTIP requirements.

To ensure consistency of observations, evaluators must also be trained, tested and approved using the Proficiency Observation Training (Teachscape) for the current approved state platform. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FtT) are applied in observation. There are 3 sections of the proficiency system:

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

### Required for All Warren County Evaluators

The established cycle for observation certification is included in Table 6.

**Table 6: Observer Certification Requirements by Year**

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

- Only primary evaluators who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation.
- All primary evaluators shall be trained, tested, and approved by the Department upon completion of the required evaluation program and successful completion of testing.
- Newly hired primary evaluators will complete the certification procedure 30 calendar days from the date of hire.
- If the primary evaluator is not certified through the proficiency system (i.e., has yet to complete the proficiency assessment or does not pass the assessment), then they shall not assign evidence for the purposes of evaluation. The district will use the following process to ensure teachers have access to observations and feedback.
  - The Superintendent or designee will assign all uncertified primary evaluators a substitute certified primary evaluator who has passed the initial certification process.
  - The uncertified primary evaluators must accompany the substitute certified primary evaluators to all observations, post conferences, and discussions of the PGP. Uncertified primary evaluators will participate in the observation, but cannot assign evidence to domains in the state platform (CIITS). Any observation data provided by a substitute certified primary evaluator is valid only if the primary evaluator was present in the observation.
  - Once the non-certified primary evaluator obtains certification, he/she will assume all duties of the primary evaluator's role.
  - The substitute certified primary evaluator will meet periodically with the uncertified primary evaluator(s) to review training modules and give advice regarding the certification process.
- Within the district, when there are more than two primary evaluators who have not completed the training, they will form a cohort to review certification requirements and the training modules. Primary evaluators will take the state-approved certification assessment after completing the training modules.

- If a primary evaluator resigns from his/her position, then the superintendent or designee will appoint a replacement.
- Late hire administrators (primary evaluators) will obtain certification within 30 days of hire date.

## Observer Calibration

In order to avoid “drifting” in rating accuracy, a calibration process will be used by the district each year when certification is not required (see chart under Observer Certification). This calibration process is completed in years two and three after certification. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and ensures observers refresh their knowledge of the training and scoring practice. All calibration processes must be conducted through the state approved technology platform.

### Required for Warren County Primary Evaluators

- Observer calibration during years 2 & 3 of the Observer Certification process based on the state approved certification platform and the current state-approved technology.
- Re-certification after year 3.
- In the case where administrators do not meet calibration requirements, administrators will receive additional calibration practice/scoring to support the reliability of the calibration process.
- For those receiving a red rating during calibration, additional training and recalibration will be required.
- For those receiving a yellow rating no additional support is required, but it is recommended.

**Table 7: Observer Calibration Requirements by Year**

Process	Documentation
Initial Certification Process	A district tracking form will include the names of all certified evaluators who have successfully passed the proficiency exam. Completion dates will reflect the date of initial certification. This form will be maintained at the district office.
Calibration Process Year 2	One year from the initial date of certification, certified evaluators will complete the calibration process using state-approved calibration vendors. Documentation of the calibration process will be kept on file at central office with the evaluation contact and will be available upon request.
Calibration Process Year 3	Following year 2 of the process, certified evaluators will once again complete the calibration process using state- approved calibration vendors. Documentation of the calibration process will be kept on file at central office with the evaluation contact and will be available upon request.
Re-Certification Year 4	Certified evaluators will complete the required recertification process during the fourth year of their cycle. Continued certification will depend upon successful completion of the state-approved certification vendor.

## Student Voice Surveys

The Student Voice Survey is a confidential, on-line survey that collects feedback on specific aspects of the classroom experience and teaching practice from students in grades 3-12. If conditions exist that make administering the Student Voice Survey unreasonable for an individual teacher, the teacher shall obtain written permission from the primary evaluator to be exempt from administering the Student Voice Survey. Written permission must be kept on file at the school and forwarded to the district office for this exemption.

### Required for all TPGES and OPGES Employees

- The superintendent will assign the District's Evaluation Plan Point of Contact to be responsible for overseeing and administering the Student Voice Survey meeting all Ethics Requirements.
- The district point of contact will be responsible for the general and administrative processes for ensuring the Student Voice produces accurate results for TPGES and OPGES employees in the district.
- All TPGES and OPGES employees will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used as a source of evidence to inform Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All TPGES, OPGES, and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement prior to administering the survey.
- 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 only be considered when 10 or more students are respondents in a section.
- At the discretion of the building level Principals, TPGES and OPGES employees assigned to more than one school may be asked to complete student voice surveys at all schools to which they are assigned.
- Validate class lists in CIITS during the first two weeks of instruction for all courses taught (including block, modified block, 9-week, semester, year long, etc.)

**Table 8: Student Voice Plan**

<b>Point of Contact</b>	<b>District's Evaluation Plan Point of Contact</b>
<b>Selection of Student Groups</b>	For TPGES, one section (class), with a minimum of 10 students, from a teacher's class load shall take part in the survey. In cases of a special education, ESL class, or other similar classes with less than 10 students, a teacher could combine two classes as long as the teacher provides the primary instruction to the combined groups. OPGES minimum student group sizes are as follows: speech/language pathologists, 10; guidance counselor, 20; media specialists, 20. Building principals will determine what section(s)/class(es) will respond to the survey at their school. Ex: May choose all second period classes. Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.
<b>Process for Equal Access for All Students</b>	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. Accommodations for special requirements such as blind, non-verbal, or hearing-impaired students will be made in accordance with student voice and special education guidelines.
<b>Student Voice Survey Timeline</b>	Windows set by KDE will be determined by the District's Evaluation Plan Point of Contact and all Student Voice Surveys will be completed during the announced window.
<b>Student Voice for other professionals and Alternative settings</b>	Due to the nature of our alternative settings where students are enrolled for various amounts of time, Student Voice will not be administered. For OPGES, the Student Voice for Other Professionals will be administered in accord with KDE guidelines.

## Products of Practice/Other Sources of Evidence

Teacher 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 for all TPGES and OPGES Employees

- Observations conducted by primary evaluator
- Student Voice Survey(s)
- Self-reflection and professional growth plans

### Other Sources of Evidence

Additional sources of evidence might include, but are not limited to, the following:

- Classroom observation feedback
- Student Growth/Achievement
- Self-assessment
- Reflection
- Assessment data
- Surveys (Student Voice and others)
- Program Review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from any observations, including walk-throughs
- Student data records (student data point, student mobility, attendance, discipline, grades)
- Student work
- Progress monitoring data
- Student pre, post, formative and/or summative course evaluations
- Teacher reflections and/or self-reflections
- Teacher interviews
- Teacher committee or team contributions
- Parent engagement surveys
- Records of student and/or teacher attendance
- Video lessons
- Membership in professional organizations
- Site / Work Place Visit (OPGES, Principals, Dean of Students)

### Letters and Memos

In addition to the sources of evidence listed above, letters and memos may be used to document both outstanding performance and performance which needs improvement. The correspondence should be dated and signed by both parties.

## Student Growth

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

- 4<sup>th</sup> – 8<sup>th</sup> Grade (ELA and Math)

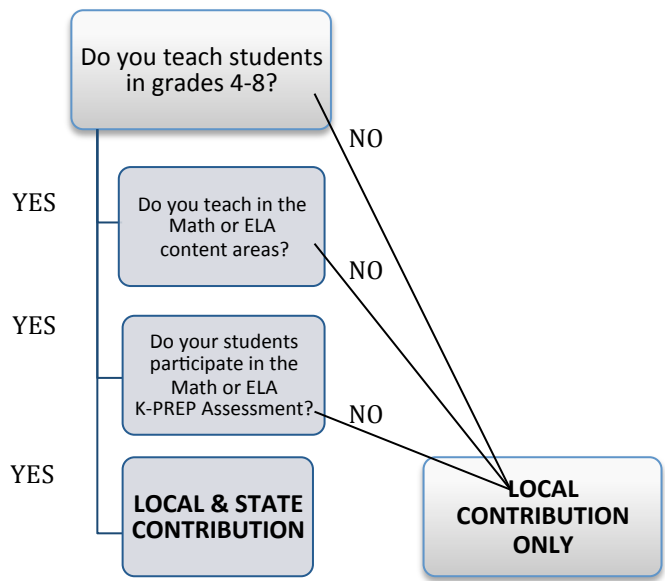
The state contribution is reported as a Median Student Growth Percentiles (MSGP) from the prior year state assessment results. For example, the 16-17 the MSGP is based on the Spring 2016 state assessment results.

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.

Student Growth Goal Ratings may not be applicable for teachers in alternative schools. The primary evaluator will determine whether the Student Growth Rating is applicable. If the teacher does not receive a Student Growth Rating, then their Professional Practice Rating will be their Overall Performance Category score.

Chart 3 provides a roadmap for determining which teachers receive which contributions.

**Chart 3: Teacher MSGP and SGG Flowchart**



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

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 assigned to the teacher of grades 4-8 (ELA and math) 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)  
(TPGES and OPGES)**

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 a SGG for inclusion in the student growth measure. All SGG will be determined by the teacher 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 both rigor and comparability. Rigor of the SGG implies congruency with the Kentucky Core Academic Standards appropriate for the grade level and content area for which it was developed. Whereas, comparability refers to the ability to collect and compare data for a SGG across similar classrooms in order to determine progress toward mastery of standards/enduring skills. (Note: Similar classrooms might be 6<sup>th</sup> grade science classrooms, or 3<sup>rd</sup> grade classrooms, or English 1 classrooms, or band classrooms, 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 addressed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

In addition to rigor and comparability the SGG should represent or encompass an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school. Thus, it will allow high- and low-achieving students to adequately demonstrate their knowledge as well as provide access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

## **Criteria and Process for Developing and Analyzing a Local Single Student Growth Goal – (TPGES and OPGES)**

### **Step 1: Determine Needs by...**

**Classroom Teachers:** In order for student growth goals to be comparable across schools and the district, teachers will meet in Professional Learning Communities to analyze data from assessments for the purpose of gathering baseline and continuous data. Baseline data and continuous data can come from multiple sources including, but not limited to STAR assessments, district-level common assessments, EPAS, Brigance, teacher-created assessments, Literacy Design Collaborative (LDC) tasks, Math Design Collaborative (MDC) tasks, End of Course assessments, and K-PREP data. Teacher-created assessments should be based upon the state and/or national standards for the teacher's content area. When teachers do not have a school-level Professional Learning Community, the teacher may consult with other professionals in the district with similar content to create and/or analyze data. These consultations may take place in person or through the use of technology.

**OPGES/Alternate Settings/Preschool:** Through collaboration with the primary evaluator, local student growth goal needs will be established. Other types of data that may be used for determining the local contribution to the student growth goal includes, but is not limited to, behavioral objectives, ILP, progress monitoring, student created products, performance assessments, online course assessments.

Classroom teachers will utilize the Think and Plan Guide for Developing a Student Growth Goal (See Appendix). The following steps may also be used by specialists, alternate teachers, or preschool teachers when appropriate:

- Identifying a class and/or student population
- Establishing an interval of instruction
- Identifying a content specific enduring skill, concept, and/or process
- Determining sources of evidence (such as a pre-test / post-test model) that will be used to establish baseline data and measure student growth

All evaluatees who are required to have a local student growth goal may, in consultation with the Primary Evaluator, develop rubric-based student growth goals. The employee and primary evaluator will agree on the process of how and when these assessments will be collected and scored.

Evaluatees who do not have a student classroom roster may be assigned an inherited student growth goal based on the principal's state or local student growth goal.

**Step 2: Create a specific learning goal by...**

Upon completion of step 1, teachers and other professionals will continue utilizing the Think and Plan Guide for Developing a Student Growth Goal to guide the following decisions for creating a specific learning goal:

- Specifying proficiency targets
  - A proficient score on the assessment or rubric used to determine the student growth goal will be collaboratively established by the teacher and the primary evaluator. The district recommends that a score of 80% on an assessment be used as a proficient score. For rubrics, the teacher and primary evaluator will determine a minimum proficient score.
- Specifying student growth targets
  - Acceptable growth levels for each evaluatee will be collaboratively established by the teacher and primary evaluator. The district recommends that acceptable growth on student assessments show an improvement of more than 10% over the original assessment score. For rubric and performance based student growth goals, the district recommends that acceptable growth be scoring one level higher than on the original assessment. In addition, students that maintain the highest score possible on the assessment, rubric, or performance will be reported as having achieved acceptable growth levels.
- Applying SMART Goal Criteria to write a SGG statement.
- Explaining rationale for goal/how targets meet the expectation for rigor. Note: Rigor will be assessed for each SGG using the WCPs Growth Goal Rigor Planning Form (See Appendix). The planning form will be completed collaboratively by the teacher and primary evaluator. The planning form will include verification that each SGG is specific, measurable, appropriate, realistic, and time-bound (SMART); aligns to an enduring skill, process, understanding, or concept that students are expected to know; and includes both a growth component and a proficiency component. Goals that do not meet all required parts of the planning form will be sent back to the teacher for review before being approved by the primary evaluator. All SGGs will be checked for rigor by the primary evaluator by October 15<sup>th</sup> of the academic year.
- Because of the unique situations for these educators, OPGES, alternate teachers, and preschool teachers will work collaboratively with the primary evaluator to establish the acceptable level of student growth and to set proficiency targets for each specific growth area identified. This will be completed prior to September 30<sup>th</sup> of each school year. The district recommends that a score of 80% on an assessment be used as a proficient score. For rubrics, the teacher and primary evaluator will determine a minimum proficient score. The district recommends that acceptable growth on student assessments show an improvement of more than 10% over the original assessment score. For rubric and performance based student growth goals, the district recommends that acceptable growth be scoring one level higher than on the original assessment. In addition, students that maintain the highest score possible on the assessment, rubric, or performance will be considered as having achieved acceptable growth levels.

Lastly, teachers and other professionals will use the Think and Plan Guide for Developing a Student Growth Goal (see Appendix) for the final steps of the process – which involve implementation, analysis, and reflection.

**Step 3: Create and Implement Teaching and Learning Strategies by...**

- Identifying personal learning needed to support students' attainment of growth goal.
- Planning instructional strategies that should be implemented to obtain the growth goal.

**Step 4: Monitor Student Progress through on-going Formative Assessment by...**

- Planning for progress monitoring

**Step 5: Determine whether students achieved the goal by...**

- Using the results of the summative assessment(s), rubrics, or performance assessments to calculate the local student growth (which is based on the growth component and the proficiency component).
- Table 9 summarizes the criteria for determining student growth and proficiency ratings for a SGG.

**Table 9. Determining Student Growth and Proficiency Ratings Based on SGG**

Growth/Proficiency Rating	Growth Criteria	Proficiency Criteria
<b>HIGH</b>	90% of the students show acceptable growth	more than 10% above the proficiency target
<b>EXPECTED</b>	75% - 89% of the students show acceptable growth	plus or minus 10% of the proficiency target
<b>LOW</b>	74% or below of the students show acceptable growth	more than 10% below the proficiency target

- Analyzing results (summative/post assessments) using the SGG Calculator (See Appendix).
  - Reflecting on student growth and what the next steps need to be.
- **Example for determining local growth:** Mrs. Jones administers a pre-test to the 30 students in her Physics 1 class at the beginning of the year. At the end of the year Mrs. Jones administers a post-test and 27 out of her 30 students exhibited growth by improving more than 10% and/or met the proficiency benchmark. Math:  $27/30 = .90$  or 90% scored higher on the post-test. Using Table 9, Mrs. Jones' Physics 1 class had high local growth.
- **Example for determining local proficiency:** Mrs. Jones administers a pre-test to the 30 students in her Physics 1 class at the beginning of the year. (Same pre-test as above, it can be utilized for both) On the pre-test 3 out of 30 students score 80% or higher. Mrs. Jones and her primary evaluator meet and determine that a local proficiency target goal for her Physics 1 class should be 50%. Mrs. Jones administers the post-test at the end of the year and 16 out of 30 students scored 80% or higher on the test. Math: Pre-test proficiency rate is  $3/30 = .10$  or 10%. Post-test proficiency rate is  $16/30 = .533$  or 53.3%. The local proficiency target goal was 50% so the range for the expected proficiency is 45%-55% (plus or minus 10% of the proficiency target); therefore, using Table 9, Mrs. Jones' proficiency rate of 53.3% falls into expected proficiency.

**Step 6: Use the Table 10 to determine the overall SGG rating.**

**Table 10: Overall Local Student Growth Rating**

<b>PROFICIENCY</b>	<b>H</b>	<b>E</b>	<b>H</b>	<b>H</b>
	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
	<b>L</b>	<b>L</b>	<b>E</b>	<b>E</b>
		<b>L</b>	<b>E</b>	<b>H</b>
		<b>GROWTH</b>		

### **Criteria for Determining Combined Student Growth Rating - (Grades 4-8 ELA/Math Teacher)**

In addition to a local contribution, teachers in grades 4-8 (ELA and Math) will have a state contribution for student growth expressed as a percentile. The scale for determining growth will be provided by the Kentucky Board of

Education. The following decision rules will be used to rate overall growth as low, expected, or high for teachers who have a state and local growth goal.

Local student growth goals (SGG) will contribute 80% of the overall Student Growth Rating, and MSGP will contribute 20% of the overall Student Growth Rating for teachers with both SGG and MSGP.

Both the state and local growth goal will be given a numerical weighting according to the following scale.

- Low = 1, Expected = 2, and High = 3.

For teachers with both state and local student growth goals, the average local student growth goal will be multiplied by .8 and the average state student growth goal will be multiplied by .2. These two numbers will be added to make the student growth number to determine the overall rating using Table 11.

**Table 11: Determining Combined Student Growth (Math/ELA Teacher of Grades 4-8) and Overall (Three-Year) Growth Rating**

Rating	Average Score
Low	1.0-1.49
Expected	1.5-2.49
High	2.5-3.0

- **Example for determining state/local student growth combined:** Mrs. Jones teaches 4<sup>th</sup> grade math and she had expected local growth (EXPECTED = 2) for her Student Growth Goal and she had a score of low (LOW = 1) as determined by the state for her Median Student Growth Percentile.
  - Local Growth/SGG (80%) =  $0.8 * 2 = 1.6$
  - State Growth/MSGP (20%) =  $0.2 * 1 = .2$
  - State/Local Student Growth Combined =  $1.6 + 0.2 = 1.8$
- Using Table 11, the score of 1.8 yields an EXPECTED Rating for Overall Student Growth.

### **Determining Overall (Three-Year) Student Growth Rating – (TPGES and OPGES)**

To determine the Overall (Three-Year) Student Growth Rating, each yearly Student Growth Rating for the past three years will be given a numerical weighting (Low = 1, Expected = 2, High = 3) and averaged together. If three years are not available, then use whatever is available to determine this average. Refer to Table 11 to determine the Overall Student Growth Rating.

- **Example for determining three years growth:** Mrs. Jones is a tenured teacher and is in the third year of her three-year cycle. She had low growth in her first year, expected growth in her second year, and in the final year of her cycle, she had expected growth. Math:  $yr1 + yr2 + yr3 = \text{total}$   $1 + 2 + 2 = 5$   $5/3 = 1.67$ . Using Table 11, the average for Mrs. Jones falls in the expected range. Her three-year growth rating will be expected. The same method can be used for multiple growth goals or multiple year proficiency ratings.

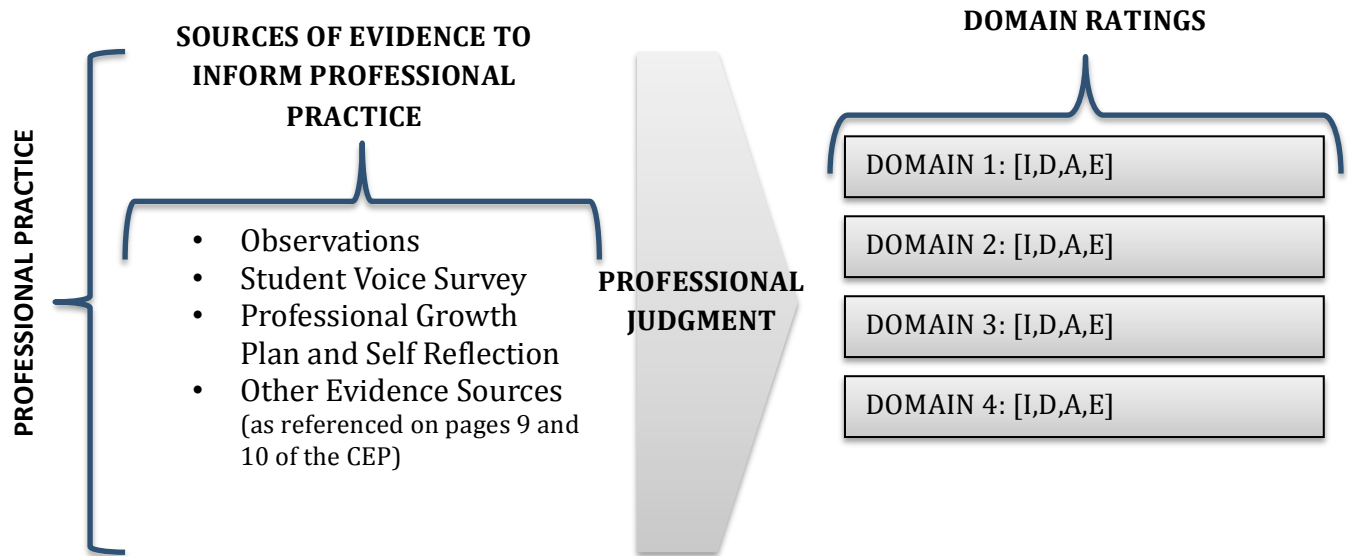
## Rating Professional Practice

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. Primary evaluators will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

Primary evaluators and educators will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator's analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator's cycle. Primary evaluators will utilize sources of evidence in conjunction with professional judgment, as described in Chart 4 to provide a summative rating for each domain. All summative ratings must be recorded in CIITS.

A summative report will be printed from CIITS and signed by both the primary evaluator and the employee. A copy of the signed summative report will be placed in the employee's district personnel file. A copy of the summative report will also be given to the evaluatee.

**Chart 4: Sources of Evidence for Professional Practice**



**Table 12: Criteria for Determining Teacher's Professional Practice Rating**

If...	Then the Professional Practice Rating ...
Domains 2 and 3 are rated Ineffective	shall be Ineffective
Domains 2 or 3 are rated Ineffective	shall be Developing or Ineffective
Domains 1 or 4 are rated Ineffective	shall NOT be Exemplary
Two domains are rated Developing, and two domains are rated Accomplished	shall be Accomplished
Two domains are rated Developing and two domains are rated Exemplary	shall be Accomplished
Two domains are rated Accomplished and two domains are rated Exemplary	shall be Exemplary

## Determining the Overall Performance Category

Primary evaluators are responsible for determining an Overall Performance Category for each teacher at the end of their summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice and student growth. The primary 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 by the following steps:

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.
- Utilize Criteria for Determining a Teacher's Professional Practice Rating, Table 12.
- Use the Student Growth Rating
- Apply State Overall Decision Rules for determining educator's Overall Performance Category, Table 13.

**Table 13: Criteria for Determining a Teacher's or Other Professional's Overall Performance Category**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
<b>Exemplary</b>	High OR Expected	EXEMPLARY
	Low	DEVELOPING
<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

## Professional Growth Plan and Summative Cycle (TPGES and OPGES)

Based on the overall Professional Practice rating and Student Growth rating, supervisors will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle.

Chart 5:

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

**Table 14: TPGES and OPGES Timeline for Tenured Employees**

<b>Year One</b>	<b>Year Two</b>	<b>Year Three</b>
Self-Reflection (August)	Self-Reflection (August)	Self-Reflection (August)
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.	Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Validate Class Lists in CIITS (first 2 weeks of student attendance) for all courses taught.	Validate Class Lists in CIITS (first 2 weeks of student attendance) for all courses taught.	Validate Class Lists in CIITS (first 2 weeks of student attendance) for all courses taught.
Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)	Assignment of Primary Evaluator (9/1)
Peer Observer Assignment (9/1)	Peer Observer Assignment (9/1)	Peer Observer Assignment (9/1)
Student Growth Goal (9/30)	Student Growth Goal (9/30)	Student Growth Goal (9/30)
Proficiency Goal (9/30)	Proficiency Goal (9/30)	Proficiency Goal (9/30)
Goal Checked for Rigor and Additional Goals Developed if Deemed Necessary (10/15)	Goal Checked for Rigor and Additional Goals Developed if Deemed Necessary (10/15)	Goal Checked for Rigor and Additional Goals Developed if Deemed Necessary (10/15)
Professional Growth Plan (10/31)	Professional Growth Plan (10/31)	Professional Growth Plan (10/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-January)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-January)	Implementation/Reflection on progress and impact of the plan on his/her professional practice. Modifies plan as appropriate. Continued implementation and ongoing reflection. (Nov-January)
An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (March 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (March 15)	An annual review will be completed on the Professional Growth Plan. A summative reflection on the degree of goal attainment and implications for next steps shall be noted. (March 15)
Student Voice Survey (Spring/State Directed Window)	Student Voice Survey (Spring/State Directed Window)	Student Voice Survey (Spring/State Directed Window)
One mini—Primary evaluator (4/30)	One mini-Primary evaluator (4/30)	One peer mini observation (10/31)
		One formal/full observation by primary evaluator (4/1)
		Assignment of an overall summative rating and Summary of Evidence completed. (4/15)
Primary evaluator recommends reemployment/termination to Superintendent (4/15)	Primary evaluator recommends reemployment/termination to Superintendent (4/15)	Primary evaluator recommends reemployment/termination to Superintendent (4/15)
		Summative Evaluation Report submitted to Personnel Office (6/15)

**Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).**

**Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.**

**Table 15: TPGES and OPGES Timeline for Non-Tenured Employees**

<b>Every Year</b>
Self-Reflection (August)
Orientation for employees no later than the end of the first 30 calendar days of reporting for employment.
Validate Class Lists in CIITS (first 2 weeks of student attendance) for all courses taught.
Assignment of Primary Evaluator (9/1)
Peer Observer Assignment (9/1)
Student Growth Goal (9/30)
Proficiency Goal (9/30)
Goal Checked for Rigor and Additional Goals Developed if Deemed Necessary (10/15)
Professional Growth Plan (10/31)
Student Voice Survey (Spring/State Directed Window)
Two mini observations by primary evaluator (10/31 and 1/15)
One mini-observation by peer (10/31)
Implementation/Reflection on progress and impact of the plan on his/her professional practice. PGP is modified after second mini-observation is completed. (Nov-Jan)
Continued implementation and ongoing reflection (Jan-March)
Professional Growth Plan shall be reviewed. Summative reflection on the degree of goal attainment and implications for next step will be point of discussion at meeting with primary evaluator. (Feb-March 15)
One full/formal observation by primary evaluator (4/1)
Assignment of an overall summative rating and Summary of Evidence completed (4/15)
Primary evaluator recommends reemployment/termination to Superintendent (4/15)
Summative Evaluation Report submitted to Personnel Office (6/15)

**Timeline will be tentative based on any adjustment of the calendar year. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).**

**Observations may begin 30 days after the first day of teacher employment or as soon as staff is trained on the Certified Evaluation Plan.**

# Principal Professional Growth & Effectiveness System

## Principal, Assistant Principal, and Dean

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.

The Chart 6 outlines the summative model for the Principal Professional Growth and Effectiveness System (PPGES).

Chart 6:

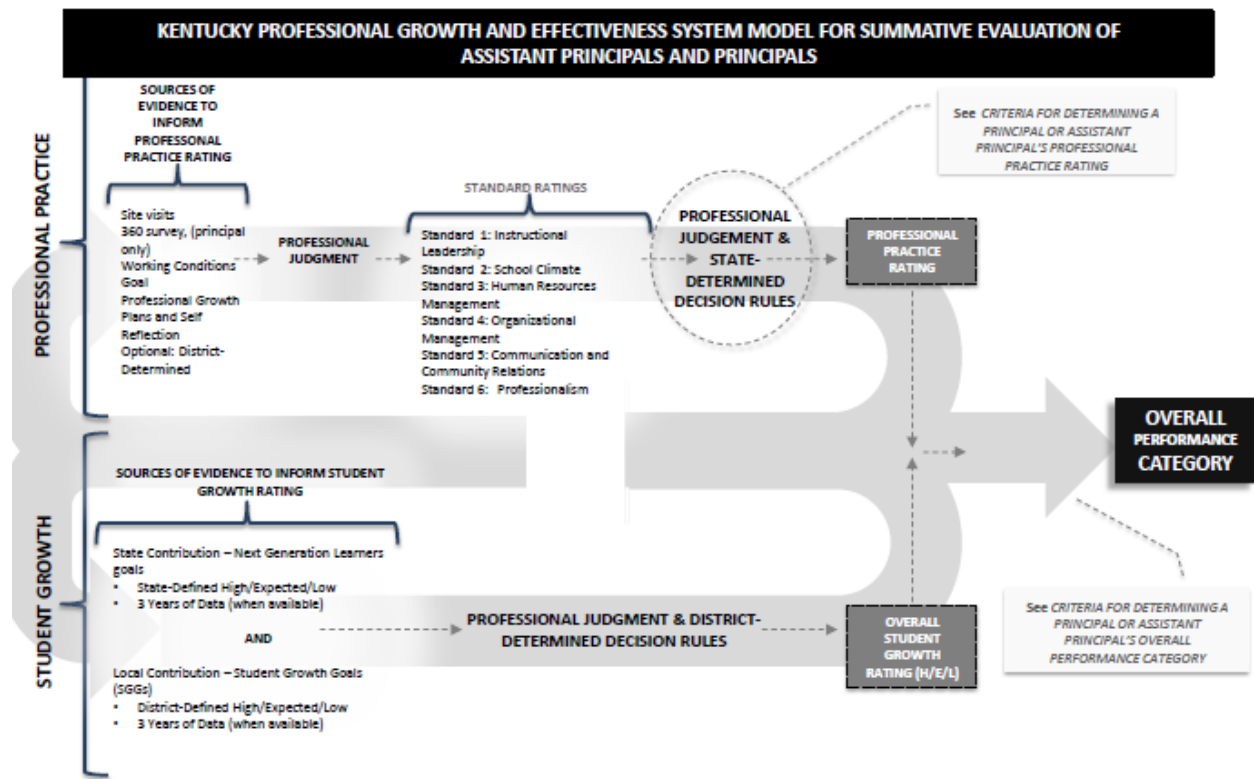
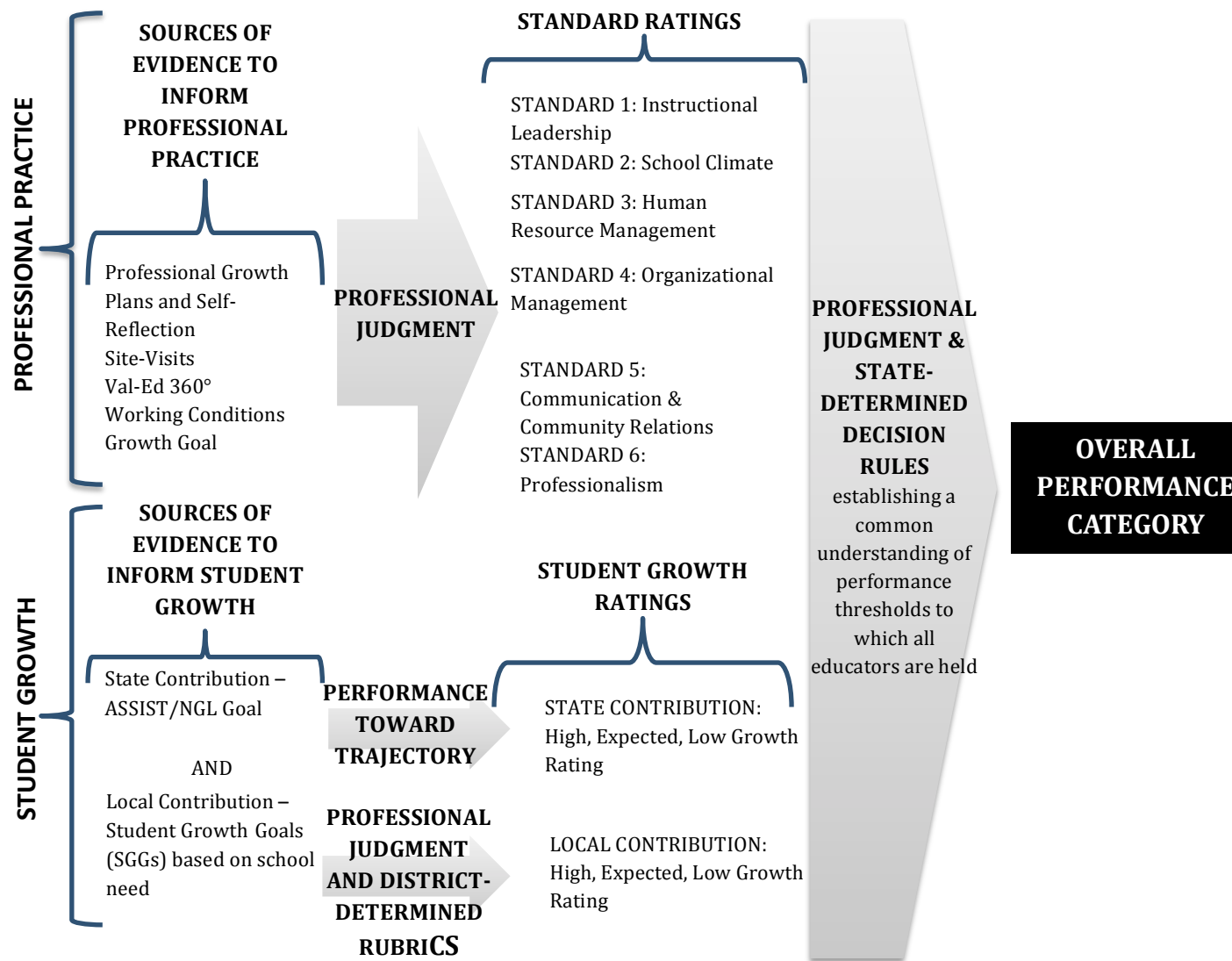


Chart 7:

**SOURCES OF EVIDENCE/Framework for Principal/ASST Principal Alignment**

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

Chart 8:



## **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 (based on TELL KY Survey)
- State and Local Student Growth Goal data

### **Other**

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, and Deans**

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, assistant principals, and deans will participate in self-reflection and professional growth planning each year. Professional growth plans will include professional growth goal(s), working conditions goal(s), as well as state and local student growth goal(s). Late hires must have their PGP and Self Reflection submitted within 30 days of hire. Any Principal, Assistant Principal, or Dean who replaces an existing building level Administrator after December 31 will assume the former Administrator Growth Goals.

**Site-Visits****Completed by Primary Evaluator of Principal**

Site visits are a method by which the primary evaluator may gain insight into the principal's practice in relation to the standards. During a site visit, the primary evaluator 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 or dean.)
- A Principal hired after the start of the school year will be required to complete both site visits. Both could be conducted during the second semester if the hire date prohibited the Superintendent or designee from completing the first site visit during the first semester.
- Principals will evaluate Assistant Principals/Deans using the Site Visit Criteria and Forms (CIITS)

**PPGES Site Visit Conferencing**

At least 4 conferences will take place between Primary Evaluator and Evaluatee throughout the year.

1. Beginning of the Year Collaborative Conference (Conducted by September 30.)
  - Purpose of the Meeting
  - Discuss reflections of data
  - Discuss and come to agreement on the Student Growth Goal and Action Plan
  - Discuss and come to agreement on the Working Conditions Goal
  - 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 first site visit
  - All documentation completed on district approved forms (CIITS) and a copy provided to the evaluatee
2. 1<sup>st</sup> Site Visit Post-Conference (To be completed within 30 calendar days of first site visit.)
  - Purpose of Meeting
  - Discuss first observation/site visit and provide feedback
  - Share progress toward Student Growth Goal
  - Discuss documentation of each standard-determine if any other documentation is needed
  - Questions/Concerns/Comments
  - Set tentative date for second site visit
  - All documentation completed on district approved forms (CIITS) and a copy provided to the evaluatee

3. 2<sup>nd</sup> Site Visit Post-Conference (To be completed within 30 calendar days of the second site visit.)
  - Purpose of 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
  - Set tentative date for end of year conference
  - Questions/Concerns/Comments
  - All documentation completed on district approved forms (CIITS) and a copy provided to the evaluatee
  
4. End of Year Conference
  - Purpose of Meeting
  - Review Student Growth Goals
  - Review Working Conditions Goal(s)
  - Review Professional Development Goal(s)
  - Review connections to Principal Performance Standards
  - Overall Performance Category determined and Summative Evaluation completed (CIITS) and a copy provided to the evaluatee

**Table 16: COMBINED PRINCIPAL/ASSISTANT PRINCIPAL/DEANS PPGES TIMELINE**

<b>Completed by July 31</b>	<b>Superintendent assigns Primary Evaluator for each Principal</b>
<b>Completed by August 15</b>	<b>Primary Evaluator reviews expectations of PPGES</b>
<b>Completed by September 1</b>	<b>Principal/Assistant Principal/Deans complete Self-Reflection</b>
<b>Completed by September 30</b> (All documentation completed and Primary Evaluator approval given through district approved form.)	<b>Conference with Principal to develop their Student Growth Goals, Working Condition Goal(s), Professional Growth Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.</b>
<b>August to November</b> (All documentation completed and Primary Evaluator approval given through district approved form.)	<b>Primary Evaluator Conducts a 1<sup>st</sup> Site Visit / Work Place Visit</b>
<b>(Post site visit / work place visit conferences conducted within 30 calendar days)</b>	<b>1<sup>st</sup> Site Visit / Work Place Visit post-conference with Principal to review their Student Growth Goals, Working Condition Goal(s), Professional Growth Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.</b>
<b>Spring (2-week window)</b>	<b>Completion of TELL or VAL-ED Survey</b>
<b>Completed by March 30</b> (All documentation completed and Primary Evaluator approval given through district approved form.)	<b>Primary Evaluator completes 2nd Site Visit / Work Place Visit</b>
<b>(Post site visit / work place visit conferences conducted within 30 calendar days)</b>	<b>2<sup>nd</sup> Site Visit / Work Place Visit post-conference with Principal to review their Student Growth Goals, Working Condition Goal(s), Professional Growth Goal(s), connections to Principal Performance Standards, and discuss site visit as well as modify any strategies.</b>
<b>Completed by June 15</b>	<b>End of Year Conference</b> <b>(Overall Performance Category Determined and Summative Evaluation completed. Paperwork filed with Personnel Office.)</b>

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

All dates are tentative based on the adjustment of the school calendar. The District Evaluation Plan Point of Contact will notify all staff if any adjustments are made to the evaluation timeline(s).

Principals shall adhere to the same evaluation timeline for Assistant Principals/Deans.

## Val-Ed 360°

### Completed for Principals – Val-Ed is not required for Assistant Principals or Deans

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° on the date of administration. Teachers absent will not have a make-up session. The results of the survey will be included as a source of data to inform each principal's professional practice rating.

### Required for Warren County Principals

- The VAL-ED 360 survey will be conducted at least once every two years in the school year that TELL Kentucky is not administered.
- Principals will refer to the Crosswalk Between VAL-ED Core Components and Key Processes and the Principal Performance Standards. (See Appendix) This will help them 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.

**Table 17: VAL-ED 360 Components and Timeline**

Val Ed Point of Contact	Val Ed Point of Contact will be the district's Evaluation Plan Point of Contact. Each school will also select a VAL ED Point of Contact to assist with the Val ED process.
VAL-ED Role Groups	<i>District Administrator:</i> oversee and monitor the implementation of the VAL-ED 360 process. <i>School VAL-ED Coordinator:</i> Serves as a liaison between district and school to train and identify how the school will organize for the teacher survey and to distribute teacher codes. Each school process will be submitted and approved at the district level. <i>Superintendent:</i> receives access code to be able to monitor the survey process and reports. <i>Supervisors:</i> district may elect up to three district staff to complete survey for an individual principal. This will include the primary supervisor, who makes final decision regarding employment and recommendations for growth. <i>Principals:</i> completes a survey specifically designed for principals and has access to information contained within final report. <i>Certified Teachers:</i> teachers assigned to a specific school that complete the online survey designed specifically for teacher input.
Frequency of Val-Ed 360	Once every other year alternating with TELL Kentucky Survey
Timeline	Windows determined by the district's Evaluation Plan Point of Contact
Use of Val-ED 360 Results	The Val-ED 360 survey results will be used by the building level principal to develop their individual student growth/professional growth plan.
Val-ED 360 Access	Val-ED survey results will be treated as confidential and only the principal and the immediate supervisor will receive the survey results.
Late Hires	To be determined by the District Evaluation Plan Point of Contact

## Working Conditions Goal

### Goal inherited by Assistant Principal and Deans

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 for Warren County Principals**

- Develop Working Conditions Goal(s) following the completion of the TELL Kentucky Survey.
- Minimum of one (1) 2-year goal.

**Table 18: WORKING CONDITIONS GOAL(S)**

<p><b>Number of Working Conditions Goals</b></p>	<p>Principals are responsible for setting one (1) 2-year Working Conditions Goal that is based on information in the most recent TELL Kentucky Survey and any additional relevant data which might include VAL-ED surveys, school level documentation, etc. The Goal will be recorded on the district <i>Reflective Practice, Student Growth, TELL KY Working Conditions Growth and Professional Growth Planning Template (in the appendix)</i>. The principal, in collaboration with the superintendent/designee, will review the results from the TELL Kentucky Survey.</p> <ol style="list-style-type: none"> <li>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.</li> <li>2. Once these are identified, the principal will connect these questions to one or more of the Principal Performance Standards. (Crosswalk provided in Appendix).</li> <li>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.</li> <li>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.</li> <li>5. The final step is to complete the Action Plan that will prioritize the steps the principal will take to accomplish the established goal.</li> <li>6. Ongoing reflection and modification of the strategies will take place as needed.</li> </ol>
<p><b>Working Condition Goals Rubric</b>  Example-A principal has identified a WCG area and has set a goal of increase from 21% to 50% agreement on the identified question(s).  The rubric with a built in range of + or - 10% would be:  Exemplary: Above 55% Agreement  Accomplished: 45-55% Agreement  Developing: 22-44% Agreement  Ineffective: 21% or below Agreement</p>	<p>The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale.  Example:  Exemplary: Above Accomplished Goal  Accomplished: + 10% of goal  Developing: baseline set for the goal  Ineffective: below the baseline</p>

<b>Mid-Point Review</b>	<p>During mid-point review, principals can choose from one of the following:</p> <ul style="list-style-type: none"> <li>❖ Engage staff in informal conversations that provide feedback on the progress of meeting the WCG.</li> <li>❖ Conduct a sample survey using identified questions from TELL (3-5) as an interim measure of growth. Principal will use results to determine if growth has occurred according to the WCG.</li> <li>❖ Use results for a variety of sources to linked to TELL Data questions that support growth according to the WCG</li> </ul>
<b>Additional Surveys or Evidence</b>	Principals can choose to complete on-line surveys, paper/pencil surveys, etc. to measure growth in their WCG.
<b>Late Hires</b>	A principal hired after December 31 will assume the established working conditions goal.

## 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.

### Warren County Principals can choose from the following:

- 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
- Other as determined by Primary Evaluator/Supervisor
- Letters and Memos may be used as documentation. Correspondence should be signed and dated by both parties.

## 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 and deans will inherit the SGG (both state and local contributions) of the Principal.

## Required for Warren County Principals

- At least one (1) state goal selection based on ASSIST/NGL trajectory.
- At least one (1) local contribution goal based on a school/district need. If a school does not receive state level data then the principal will construct two (2) local contribution goals.

## State Contribution

### **ASSIST/Next Generation Learners (NGL) Goal Based on Interim Trajectory Goals - Goal inherited by Assistant Principal and Dean**

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

The 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 three levels—elementary, middle, and high schools—those goals/objectives are:

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

Middle and High Schools must also address:

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

## Required for Warren County Principals

### **Principals will find these ASSIST goals and objectives in their School Report Card**

- They will select one (1) 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.
  - **Example for determining student growth:** 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 by 6 percent each year.
- The principal and superintendent/designee must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.
- 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.

## Local Contribution

### **Based on School Need/ASSIST - Goal inherited by Assistant Principal and Dean**

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

### Required for Warren County Principals

Each principal will be required to develop at least one (1) Local Growth Goal. Additional goals may be added as determined by the Primary Evaluator.

The Local Growth Goal Process includes:

- Determining Needs (Based on Data)
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

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

For each Student Growth Goal, the district has developed a process for determining high, expected, and low growth. Both growth goals will define Expected Growth at + or -10% and establish acceptable range for student growth across the district. For determining overall student growth, the state goal contribution will be 20% and the local goal contribution will be 80%.

- **High Growth:** Greater than 10% above Goal
- **Expected Growth:** + or – 10% of the Goal
- **Low Growth:** Greater than 10% below goal or any score below original baseline

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

- **Low = 1**
- **Expected = 2**
- **High = 3**

For Principals/Assistant Principals/Deans with both state and local student growth goals, the local contribution student growth goal will be multiplied by 0.8 and the state contribution student growth goal will be multiplied by 0.2. These two numbers will be added to make the student growth number to determine the student growth rating using the following rules.

### Rules for combining state and local student growth goals for a current year:

Table 19: Combined Principal Growth Goal Calculation

Ranking	Average Score
Low	1.0 – 1.49
Expected	1.5 – 2.49
High	2.5 – 3.0

### 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.

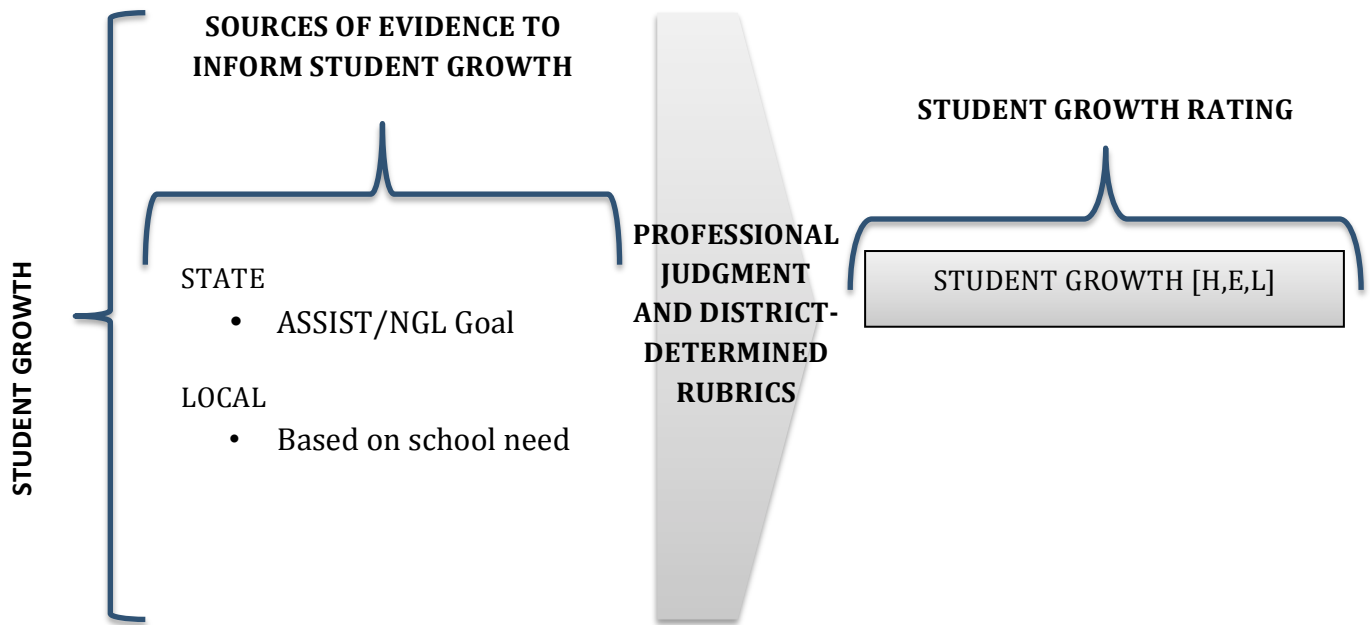
### Required for Warren County Principals

- Determine the rating using both state and local growth for the current year.
- Determine the overall rating using up to 3 years of data (when available)
- Record ratings in CIITS.

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

- **Low = 1**
- **Expected = 2**
- **High = 3**

Chart 9:



When a principal has established more than one year of trend data for SGG the principal will have a ranking based on an average of the scores. The total rankings will be averaged from the previous years (if available, 3 years maximum) and applied to the following scale (Table 20) and recorded in CIITS as required by the state.

Table 20: Principal Student Growth Goal Trend Data Calculation

Ranking	Average Score
Low	1.0 – 1.49
Expected	1.5 – 2.49
High	2.5 – 3.0

## Rating Overall Professional Practice

Chart 10: Rating Overall Professional Practice Flowchart

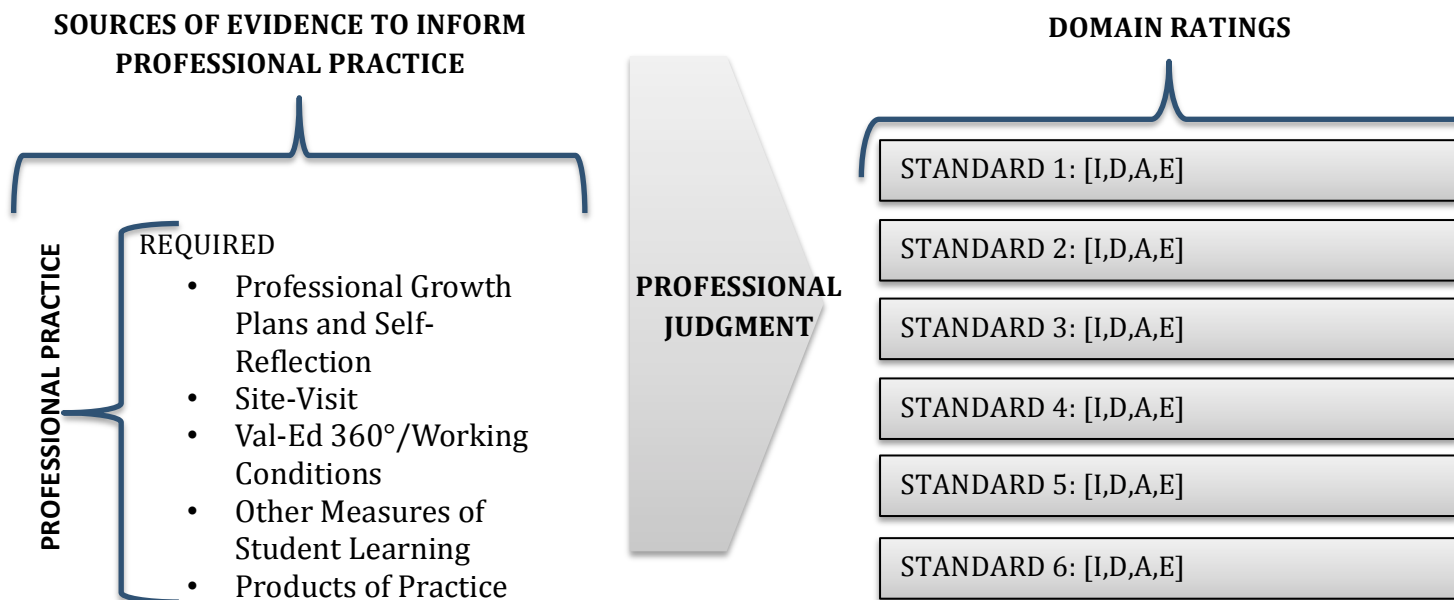


Table 21: Criteria for Determining a Principal/Assistant Principal/Deans Professional Practice Rating

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

### Required for Warren County Superintendent/Designee

- The Superintendent/designee will determine the overall professional practice rating for each Principal. The Superintendent/designee will adhere to the PPGES Timeline.
- Ratings will be placed in CIITS following state requirements.

### Required for Warren County Principals

- The Principal will determine the overall professional practice rating for each Assistant Principal. The Principal will adhere to the PPGES Timeline.
- Ratings will be placed in CIITS following state requirements.

## Determining the Overall Performance Category

Superintendent/designee is responsible for determining an Overall Performance Category for principals at the conclusion of their summative evaluation year. Principals are responsible for determining an Overall Performance Category for Assistant Principals. The Overall Performance Category is informed by the principal's ratings on professional practice and student growth.

**Table 22: Principal Overall Performance Category Rubric**

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

## PPGES Growth Plans

A Principal/Assistant Principal/Dean Professional Growth Plan is developed based on the Growth and Professional Practice ratings.

Chart 11:

<b>PERFORMANCE</b>	<b>Exemplary</b>	“Shall” have a minimum of a directed growth plan		“Shall” have a minimum of a self-directed growth plan	“Shall” have a minimum of a self-directed growth plan
	<b>Accomplished</b>			“Shall” have a minimum of a self-directed growth plan	
	<b>Developing</b>	“Shall” have a minimum of a directed growth plan			“Shall” have a minimum of a self-directed growth plan
	<b>Ineffective</b>	“Shall” have a minimum of a <b>Corrective Action Plan (Evaluator Directed)</b>			
		<b>Low Growth</b>	<b>Expected Growth</b>	<b>High Growth</b>	
<b>GROWTH</b>					

### Directed Growth Plan

Goal(s) are determined by the evaluator and focus on professional practice and student growth.

### Self-Directed Growth Plan

Goal(s) are set by the teacher with primary evaluator input. One goal must focus on low student growth outcome.

# **Appeals Process**

## **POLICY STATEMENT ON LOCAL APPEALS PANEL**

AS REQUIRED BY KRS 156.101 (11) AND 704 KAR 3:345 (3)

### **INTRODUCTION**

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel, which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

### **LENGTH OF TERM**

The length of term for Appeals Panel members shall be one year except for 1986-87. The beginning date shall be July 1 and the ending date shall be June 30 except for the 1986-87 school year when the term will be thirteen months beginning June 1, 1986 and ending June 30, 1987. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

### **ELECTION OF APPEALS PANEL MEMBERS**

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 1987 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

### **APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL**

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

### **PROCEDURES FOR APPEAL AND TIMELINES**

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 calendar days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be

required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well.

The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

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.

PERSONNEL

03.18 AP .31

Certified Personnel  
Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

Date of your summative evaluation: \_\_\_\_\_

Date Appeal received by Panel: \_\_\_\_\_

Employee's Name: \_\_\_\_\_ Social Security # \_\_\_\_\_

Home Address \_\_\_\_\_

Title \_\_\_\_\_ Building \_\_\_\_\_ Grade or Department \_\_\_\_\_

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

---

---

---

---

---

Name of evaluator: \_\_\_\_\_

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal 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.

Please check one:        I desire a hearing before the Appeals Panel ☐

I do not desire a hearing before the Appeal Panel ☐

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

\_\_\_\_\_  
Date

# **DISTRICT PROFESSIONAL GROWTH & EFFECTIVENESS PLAN APPENDIX**

## **NON-PGES EMPLOYEE EVALUATION SYSTEM**

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## **TEACHER PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM DOCUMENTS**

Student Growth Rubric for Calculating Growth and Proficiency	Page 72
Primary Evaluator Assignment Form	Page 73
Peer Observation Form	Page 74
Reflective Practice and PGP Planning Template	Page 75
WCPS Teacher Growth Goal Rigor Planning Worksheet	Page 77
Think and Plan Guide for Developing Student Growth Goals	Page 78
Pre-Observation Document	Page 83
Post-Observation Document	Page 84

## **PRINCIPAL PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM DOCUMENTS**

Crosswalk Between VAL-ED and Principal Performance Standards	Page 86
Artifacts for Domains 1 and 4	Page 87
Site Visit / Work Place Visit Form	Page 88
Principal Reflective Practice and Growth Planning Template	Page 95

# Non-PGES Evaluation System Documents

**Primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected Non-PGES documents.**

## District Assigned Certified Staff

The current evaluation standards and procedures for the following groups of employees will remain in effect for the 2016-2017 school year.

Preschool Facilitator  
Reading and Math Facilitator  
Technology Integration Specialist  
Student Assistance Staff  
Truancy/Dropout Prevention Staff  
Home-Hospital Teacher  
Deaf/Hard of Hearing Specialist  
Special Education Consultant  
Certified District Level Psychologist  
ATC Special Education Career Teacher  
Vision Consultant  
Alternate to Suspension Staff  
Personnel Recruitment Facilitator  
Others to be determined by the District Evaluation Plan Point of Contact

## **TEACHER AND ADMINISTRATOR EVALUATION WARREN COUNTY SCHOOLS**

### ***INTRODUCTION***

A comprehensive system for teacher evaluation is an essential component of improving the teaching and learning process. In order to develop and implement an evaluation system for Warren County, a committee comprised of an equal number of teachers and administrative personnel was established. This report, including the evaluation system and instruments, was developed by their efforts and subsequently reviewed and approved.

### ***ASSUMPTIONS***

In the development of the evaluation system, the Evaluation Committee made the following assumptions:

- \* The public is holding schools more accountable for the achievement and behavior of students.
- \* The public expects that school personnel will be evaluated on a regular basis.
- \* The evaluation process should be a means of professional self-actualization. It is our professional responsibility to grow and improve.
- \* Evaluation can be a positive approach to improving teacher and administrator performance.
- \* Teachers and administrators have a strong desire to be successful.
- \* All evaluations must be based on performance criteria, which are understood clearly by those being evaluated and those conducting the evaluation.
- \* Effective evaluation must emphasize continued improvement rather than a post-performance rating process.

## DEFINITIONS

(These definitions apply to the certified school evaluation plan approved 2013 for employees not covered by the PGES system.)

**Teacher** means any certified staff person who directly instructs students.

**Administrator** means any certified staff person who devotes the majority of his employed time to service as a supervisor, coordinator, director, assistant director, finance officer, pupil personnel worker, guidance counselor, or school business administrator including the superintendent and any assistant, associate, or assistant superintendent.

**Other Support Staff** means any certified staff other than teacher or administrator.

**Evaluation** means the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, based on predetermined criteria, through periodic observation and other documentation such as portfolios, peer reviews, products and performances. Evaluation shall also include the establishment and monitoring of a professional growth plan.

**Formative Evaluation** means a continuous cycle of collecting evaluation information and interacting and providing feedback with suggestions regarding the certified employee's professional growth and performance.

**Summative Evaluation** means the summary of, and conclusions from, all evaluation data, including but not limited to the formative evaluation data. The summative evaluation occurs at the end of an evaluation cycle. Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written report on District adopted evaluation forms.

**Observation** means a process of gathering information in the performance of duty, based on predetermined criteria in the district plan.

**Pre-observation Conference** means a meeting involving the evaluator and the person being evaluated for the purpose of reviewing performance criteria, reviewing procedures and data collection, etc., reviewing lesson plans (if appropriate) and scheduling observation(s) (if appropriate).

**Post-observation Conference** means a meeting involving the evaluator and the certified employee being evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) or other information to determine the accomplishments and areas leading to establishment or revision of a professional growth plan.

**Performance Criteria** means performance areas, skills, or outcomes on which the certified employee shall be evaluated based on position and the district plan.

**Indicator** means measurable behaviors and outcomes, which demonstrate performance criteria.

**Standards of Performance** means acceptable qualitative or quantitative level of performance expected of effective teachers or administrators.

**Position** means a professional role in the school district (e.g., teacher, secondary principal, supervisor of instruction).

**Job Category** means term used to signify a group or class of positions with closely related functions (e.g., principal, coordinator, director).

**Evaluation Cycles** mean an evaluation cycle consists of a minimum of: two scheduled observations; two formative evaluations, and one summative evaluation. A cycle is completed annually for non-tenured teachers. A cycle is completed at a minimum every three years for tenured teachers. A cycle is completed annually for all certified administrators and certified support staff (i.e. counselors, curriculum coordinators, library media specialists, psychologists, etc.) and consists of a minimum of one (1) formative evaluation and one (1) summative evaluation.

**Base School** is a designation of certified personnel assigned full-time to a school. The Superintendent assigns itinerant teachers to a base school.

**Professional Growth Plan** means a plan whereby the person being evaluated establishes goals for enrichment and development and the assistance of the evaluator is identified. The individualized plan includes objectives, a plan for achieving the objectives and method for evaluating success. The individualized professional growth plan shall be aligned with specific goals and objectives of the school improvement and professional development plans.

**Corrective Action Plan** means a plan developed by the evaluator and evaluatee as a result of an unsatisfactory standard rating(s) on the summative evaluation or unsatisfactory performances at any time during the school year. Specific assistance and activities are identified and progress monitored.

**Paraprofessional** means any individual who is performing duties as a coach for any interscholastic athletic event and are receiving compensation for the performance of such duties.

## **POLICY STATEMENT**

1. The specific purposes of evaluation will be:
  - a. To improve instruction;
  - b. To provide a measure of performance accountability to citizens;
  - c. Foster professional growth and give assistance to certified employees;
  - d. To support individual personnel decisions.
2. It is the policy of the Warren County Board of Education that all certified employees will be evaluated on a regular, systematic basis. All evaluators shall be trained, tested and certified according to 704 KAR 3:345, Section 6, Article 2-3. All evaluators shall maintain certification according to 704 KAR 3:345, Section 6, Article 5.
3. All administrators and certified support staff (i.e., curriculum coordinators, etc.) will be evaluated annually.
4. All itinerant teachers will be evaluated by the principal or primary evaluator of their base school. The principal of the base school shall be responsible for evaluating the itinerant teacher during the appropriate cycles for that teacher - annually for non-tenured; three years for tenured teachers. The principal of all schools in which they serve may evaluate itinerant teachers.
5. The evaluation of each employee shall be conducted/supervised by the immediate supervisor. Additional trained and certified administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third-party observer within five (5) working days of the teacher's written request, the evaluator shall select the third-party observer.
6. All evaluations of certified employees shall be documented on district forms and shall become part of the official personnel record.
7. Each evaluation cycle of certified employees shall include both formative and summative procedures.
8. All monitoring or observations of the performance of a certified employee shall be conducted with the full knowledge of the employee.
9. An explanation and discussion of the evaluation plan with all certified personnel shall be no later than the end of the first month of reporting for employment for each school year. The primary evaluator shall be responsible for documentation of the orientation of all certified personnel assigned to his/her supervision. A copy of the documentation shall be sent to the District Contact Person immediately following all orientations.
10. Unannounced or as needed observations may occur and may provide information relative to job performance criteria.

11. A scheduled observation shall be no less than thirty (30) minutes. Unannounced or unscheduled observations may be less than thirty minutes.
12. All certified employees being evaluated shall annually develop a professional growth plan aligned with specific goals and objectives of school improvement and professional development plans. The growth plan will establish goals for enrichment and development and identifies the assistance of the evaluator. All growth plans shall be reviewed annually.
13. Each evaluation cycle of a certified employee shall include a minimum of two (2) formative and one (1) summative evaluation conferences between the evaluator and the certified employee being evaluated.
14. Formative evaluation shall include a conference(s) between the evaluator and the certified employee being evaluated to be held within one workweek following each scheduled observation.
15. A completed and signed copy of the evaluation forms will be provided to each person being evaluated immediately following the formative and/or summative evaluation conference.
16. A corrective action plan may be written if an evaluatee receives a "Not Progressing" on the formative form, but shall be written if evaluatee receives a "Not Progressing" on the summative form. A corrective action plan may be developed for two purposes: (1) when improvement is needed to correct one (1) or two (2) critical deficiencies in performance standards that cannot wait for the formal observation and summative conference; (2) after the formal observation and during the summative evaluation conference. When the CAP is developed during the summative conference, no more than 3 or 4 specified areas should be denoted for improvement at any given time. When the evaluatee meets specified areas another area may be added. Corrective action plans will be reviewed continuously until performance is judged to meet the evaluation standards. Review of corrective action plans will be documented on the corrective action form. After a conference with the evaluatee, the evaluator will send a copy of the Corrective Action Plan to the Assistant Superintendent. The Assistant Superintendent will be responsible for informing the Superintendent of all persons involved in the Corrective Action Plan process. Employees who fail to make sufficient progress to meet Evaluation Standards identified for them will not be recommended to the Superintendent for rehire. If the Superintendent chooses to dismiss the employee, the employee will be notified by May 15.
17. All personnel who are evaluated shall have an opportunity to respond in writing to the evaluation. Responses shall be placed in the personnel file of the person being evaluated and become a part of the official personnel record. The file may be examined upon request to the Superintendent or his/her designee.
18. A conference for the purpose of establishing goals, objectives, and reviewing evaluation criteria will be conducted annually with each administrator and their primary evaluator.
19. The District shall provide an Evaluation Appeals Panel. All certified employees shall be entitled to an appeal process regarding their summative evaluation, which shall include a right to a hearing, opportunity to review all documents presented in appeal, and the right to the presence of a chosen representative.

20. Multiple observations shall be conducted with tenured certified employees whose observation results are unsatisfactory.
21. The Superintendent shall name a District Contact Person who shall be responsible for monitoring evaluation training and implementing the evaluation plan.
22. The Board of Education shall annually review the Evaluation Plan.

## **NOTIFICATION AND TIME LINE**

### **Evaluation Orientation Conference**

Annually each primary evaluator will be responsible for an explanation and distribution of appropriate evaluation forms, job descriptions, and growth plan forms to all certified personnel under his/her supervision no later than the end of the first month of reporting for employment.

It shall be the responsibility of the evaluator to insure that all certified personnel are evaluated according to the following timeline:

- By October 31 -- Collaborates with his or her primary evaluator to create an Individual Development Plan and Action Steps
- By December 15 – Formative Evaluation Completed
- By March 15 – Summative Evaluation Completed

## **ASSISTANCE PLAN**

Each person evaluated will develop an annual/continuous professional growth plan as required in regulation and will use the District form. This instrument, properly used, will meet the requirement for Professional Growth Plans included in Kentucky Department of Education regulations.

After the development of professional growth plans, each evaluator will provide assistance to each employee in meeting the goal, objectives, and activities as stated in the plan. The evaluator shall document the assistance provided in the growth plan. In addition, each staff member, through professional development activities, will have an opportunity to meet some of their professional growth plans.

Each principal is charged with the responsibility of conducting on-going professional development activities during the school year. The activities are to be designed to meet the improvement needs of the staff and to advance the goals of the school.

The supervisory staff will assist with training throughout the school year. These meetings will be designed to meet professional growth needs of the staff. In addition, the supervisory staff may assist teachers in meeting individual professional growth needs at the request of the teacher or principal.

## **APPEALS PROCESS**

If a certified employee is displeased with the conferences and results of the summative evaluation, they may appeal their summative evaluation as specified in the Appeals Panel Local District Policy. (WCBE 03.18)

## **ADMINISTRATOR EVALUATION**

### **ADMINISTRATOR EVALUATION - Certified Administrative Central Office Personnel**

The administrator evaluation system will be based on the job description of the individual administrator and the development of goal(s), objectives, and activities mutually determined by the administrator and the evaluator.

### **JOB DESCRIPTION**

The evaluator and the administrator will review the administrator's job description. Professional improvement areas will require the design of goals, objectives and activities to address the needed growth. Particular attention will be given to the following areas of responsibilities:

- I. Instructional Leadership
  - A. Understanding of effective instructional strategies and processes.
  - B. Demonstration of planning and evaluation skills.
- II. Management Skills
  - A. Demonstration of effective staff management skills.
  - B. Demonstration of effective school and community relationships.
  - C. Demonstration of appropriate administrative techniques.
  - D. Demonstration of planning and evaluation skills.
  - E. Demonstrates effective communication skills.
- III. Interpersonal Skills
  - A. Demonstration of effective school and community relationships.
  - B. Demonstrates effective communication skills.
- IV. Professional Responsibilities
  - A. Performance of all professional responsibilities and duties required by the job description.
  - B. Demonstration of continued professional growth.

A second phase of the administrator evaluation will consist of inherited Superintendent standards and goals. They are as follows:

#### Standard 1: Strategic Leadership

Superintendents create conditions that result in strategically reimagining the districts' vision, mission, and goals to ensure that every student graduates from high school ready for college and careers, prepared for a productive life in the 21st century. They create a community of inquiry that challenges itself to continually repurpose by building on the districts' core values and beliefs about the preferred future, and then developing a vision that reflects that future.

#### Standard 2: Instructional Leadership

The core business of school superintendents must always be teaching and learning in a system committed to shared values and beliefs, and challenging, equitable educational programs and learning experiences for all students. The moral imperative of school district leadership is to create and sustain schools where all students learn, where performance gaps are systematically eliminated over time, and where the primary goal of the adults in the system is to ensure that every student graduates from high school college-and-career ready, prepared for a productive life in the 21st century.

#### Standard 3: Cultural Leadership

Superintendents understand and act on the important role a system's culture has in the exemplary performance of all schools. They understand the people in the district and community, how they came to their current state, and how to connect with their traditions in order to move them forward to support the district's efforts to achieve individual and collective goals. While supporting and valuing the history, traditions, and norms of the district and community, a superintendent must be able to "reculture" the district, if needed, to align with the district's goals of improving student and adult learning and to infuse the work of the adults and students with passion, meaning, and purpose.

#### Standard 4: Human Resource Leadership

Superintendents ensure the district is a professional learning community with processes and systems in place that result in recruitment, induction, support, evaluation, development, and retention of a high-performing, diverse staff. Superintendents use distributed leadership to support learning and teaching, plan professional development, and engage in district leadership succession planning.

#### Standard 5: Managerial Leadership

Superintendents ensure that the district has processes and systems in place for budgeting, staffing, problem solving, communicating expectations, and scheduling that organize the work of the district and give priority to student learning and safety. The superintendent must solicit resources (both operating and capital), monitor their use, and assure the inclusion of all stakeholders in decisions about resources so as to meet the 21st century needs of the district.

## Standard 6: External Development Leadership

Superintendents, in concert with the local board of education, design structures and processes that result in broad community engagement with support for and ownership of the district's vision. Acknowledging that strong schools build strong communities, superintendents proactively create— with school and district staff — opportunities for parents, community members, government leaders, and business representatives to participate with their investments of resources, assistance, and good will.

## Standard 7: Micropolitical Leadership

Superintendents promote the success of learning and teaching by understanding, responding to, and influencing the larger political, social, economic, legal, ethical, and cultural context. From this knowledge, superintendents work with the board of education to define mutual expectations, policies, and goals to ensure the academic success for all students.

**WARREN COUNTY SCHOOLS**  
**CERTIFIED NON-ADMINISTRATIVE PERSONNEL (FORMATIVE)**  
**(Must Be Evaluated Annually)**

**Evaluatee** \_\_\_\_\_ **Position** \_\_\_\_\_  
**Evaluator** \_\_\_\_\_ **Position** \_\_\_\_\_  
**Date of Observation** \_\_\_\_\_ **Employee #** \_\_\_\_\_  
**Date of Conference** \_\_\_\_\_

Standards for Certified Non-Administrative Personnel	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
<b>1. Leadership</b>										
<b>2. Management</b>										
<b>3. Interpersonal Skills</b>										
<b>4. Professional Responsibilities</b>										
<b>5. Implementation of Technology</b>										

**Evaluatee's Comments:**

**Evaluator's Comments:**

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

\_\_\_\_\_  
 Evaluatee Signature                      Date                      Evaluator Signature                      Date

**WARREN COUNTY SCHOOLS**  
**Certified Non-Administrative Personnel (Summative)**  
(Must Be Evaluated Annually)

**Evaluatee** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Evaluator** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Employee #** \_\_\_\_\_

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

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

Certified Non-Administrative Personnel Standards	Not Progressing			Progressing Toward Standard			Meets Standard			Exceeds Standard
	-	1	+	-	2	+	-	3	+	4
1. Leadership										
2. Management										
3. Interpersonal Skills										
4. Professional Responsibilities										
5. Implementation of Technology										
OVERALL RATING										

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

**Evaluatee's Comments:**

**Evaluator's Comments:**

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

Evaluatee: \_\_\_\_\_ Agree with this summative evaluation    \_\_\_\_\_ Evaluatee Signature    \_\_\_\_\_ Date  
\_\_\_\_\_ Disagree with this summative evaluation  
(A statement may be attached)

Evaluator: \_\_\_\_\_ Evaluator Signature    \_\_\_\_\_ Date

Employment Recommendation to Central Office: \_\_\_\_\_ Meets standards for reemployment  
\_\_\_\_\_ Does not meet standards for reemployment

Opportunities for appeal processes at both the local and state levels are a part of Warren County Schools district evaluation plan.

*Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704KAR 3:345 Sections 7, 8, 9 and the local district plan.*

\*Any rating in the "Not Progressing" column requires the development of an Individual Corrective Action Plan.

Warren County Public Schools  
School Year: \_\_\_\_\_

*Individual Development Plan*

Employee Name: \_\_\_\_\_ Employee #: \_\_\_\_\_

School Name: \_\_\_\_\_ Supervisors Name: \_\_\_\_\_

Job Title: \_\_\_\_\_ Years in WCPS: \_\_\_\_\_

**Performance Area:**

**Goal (s):**

Activity	Timeline	Evaluation Evidence

The employee and the supervisor shall sign this document to indicate that it has been reviewed and discussed. Keep one for your file. An additional copy should be submitted to your Supervisor.

Employee's Signature: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

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

## EMPLOYEE DISCIPLINARY NOTICE FORM

\_\_\_\_\_  
Employee's Name                      Job Title/Position                      Department/School

\_\_\_\_\_  
Date of Infraction                      Date & Time of Notice to Employee

<b><u>NATURE OF INFRACTION</u></b>	
<b><u>(Check/Complete as Applicable)</u></b>	<b><u>Comments</u></b>
_____ Attendance	
_____ Safety	
_____ Department/School Rules	
_____ Conduct	
_____ Work Performance	
_____ Other (specify)	
=====	
_____ Violation of Personnel Policies for Certified	
Section Number(s)	

### **DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED**

### **RECORD SECTION**

Has employee been warned before about this offense?                      Yes\_\_\_\_ No\_\_\_\_

If yes, how and when?      Oral\_\_\_\_      Written \_\_\_\_      Date(s)\_\_\_\_\_

\_\_\_\_\_  
Signature of Administrator/Principal                      Signature of Supervisor/Witness

**Signature of Employee Acknowledging Receipt of Notice**

\_\_\_\_\_  
Employee Signature                      Date

\_\_\_\_\_  
Acknowledged by Personnel Director                      Date

**Distribution:**

*White Copy – Personnel                      Yellow Copy – Employee                      Pink Copy – Principal/Supervisor*

**WARREN COUNTY SCHOOLS  
INDIVIDUAL CORRECTIVE ACTION PLAN**

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_

**Title** \_\_\_\_\_ **Work Site** \_\_\_\_\_

<b>Standard No.</b>	<b>Growth Objective/Goals</b> (describe desired outcomes)	<b>Procedures &amp; Activities for Achieving Goals &amp; Objectives</b> (including support personnel)	<b>Target Dates</b>

(Attach more pages if necessary)

EVALUATEE'S COMMENTS:

INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

STATUS:     ☐ ACHIEVED   ☐ REVISED   ☐ CONTINUED

\_\_\_\_\_  
Evaluatee's Signature                      Date                      Evaluator's Signature                      Date

PROGRESS REVIEW MEETINGS:

<b>Date</b>	<b>Comments</b>	<b>INITIALS</b>
		_____
		_____
		_____

(Attach more pages if necessary)

**POLICY STATEMENT LOCAL APPEALS PANEL  
AS REQUIRED BY KRS 156.101 (11)  
AND 704 KAR 3:345 (3)**

***INTRODUCTION***

The State Legislature amended KRS 156.101 (11) to read as follows:

The local board of education shall establish an evaluation appeals panel for certified personnel, which shall consist of two (2) members elected by the certified employees of the district and one (1) member appointed by the board of education who is a certified employee of the board. Certified employees who feel that they were not fairly evaluated may submit an appeal to the panel for a timely review of their evaluation.

***LENGTH OF TERM***

The length of term for Appeals Panel members shall be one year except for 1986-87. The beginning date shall be July 1 and the ending date shall be June 30 except for the 1986-87 school year when the term will be thirteen months beginning June 1, 1986 and ending June 30, 1987. If an appeal is pending at the end of a panels term, said appeal shall be completed by that panel.

***ELECTION OF APPEALS PANEL MEMBERS***

The election of two members of the Appeals Panel by certified staff shall be accomplished by using the following process:

1. By April 15, 1987 and each year thereafter, the Superintendent shall appoint two certified people to serve as election officers to conduct the process.
2. By the first day of May, the election officers, using a nomination form, shall seek nominations of persons whose names will be placed on a ballot unless the nominee(s), when contacted, indicate(s) otherwise.
3. Ballots shall be prepared by the election officers and distributed to each certified staff member. Elections shall be by secret ballot. Elections shall be completed and ballots counted by the election officers on or before June 1 of each year. The two persons receiving the highest number of votes respectively shall serve on the panel. The two persons receiving the next highest number of votes respectively shall serve as alternates. The election officers shall certify the results to the Superintendent.
4. Appeals Panel members shall agree on one member of the panel to serve as chairperson.

***APPOINTMENT OF CERTIFIED STAFF MEMBERS TO APPEALS PANEL***

Upon the recommendation of the Superintendent, the Board shall appoint one appeals panel member at the regular June Board meeting.

***PROCEDURES FOR APPEAL AND TIMELINES***

If an employee feels that his/her summative evaluation is in error, said employee shall have 15 calendar days from date of receipt of summative evaluation to file a written appeal with the Appeals Panel showing why the evaluation was in error. As part of the written appeal, the employee or evaluatee shall be required to sign a prepared form which states that he/she understands that all records pertinent to the evaluation may be presented by the evaluator to the panel. It also states whether or not they desire a hearing on the appeal and their right to the presence of a chosen representative. All copies of records provided to the Appeals Panel by the evaluator shall be provided to the evaluatee as well.

The evaluator shall be furnished a copy of the evaluatee's appeal and shall have 10 calendar days to file a response to the appeal with the Appeals Panel.

The Evaluation Appeals Panel is limited by statute to reviewing evaluations questioned by a certified employee.

The panel shall present their findings within 30 calendar days after the appeal is officially filed with them to the Superintendent. The findings of the panel are advisory in nature.

The panel's review shall determine whether or not the evaluation has a factual basis. This means that if facts exist on which the evaluator could reasonably base his/her decision, then the Appeals Panel cannot find the conclusion in error merely because they would prefer a different result. The evaluatee or appealing employee would have the burden of proof and shall be required to submit proof to the panel that would compel the panel to find that the evaluation was not factually based. Mere claims would not be sufficient; the evaluator/appealing employee must submit compelling proof that the evaluation is not factually based.

The Appeals Panel, in addition to reviewing written appeals and responses to said appeals, may request oral information from both parties as well as further written interrogatories if the situation warrants such.

When hearings warrant additional information being presented, the Appeals Panel shall extend the timeline by providing notification to all parties in writing.

The Superintendent shall have 45 calendar days from the receipt of the written findings of Appeals Panel to review the matter and take final action.

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.

PERSONNEL

03.18 AP .31

Certified Personnel  
Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their current summative evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Advisory Appeal Panel by completing this form and returning it to the Chairman of the panel within fifteen (15) working days of the receipt of your summative evaluation.

Date of your summative evaluation: \_\_\_\_\_

Date Appeal received by Panel: \_\_\_\_\_

Employee's Name: \_\_\_\_\_ Social Security # \_\_\_\_\_

Home Address \_\_\_\_\_

Title \_\_\_\_\_ Building \_\_\_\_\_ Grade or Department \_\_\_\_\_

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

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---

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---

---

Name of evaluator: \_\_\_\_\_

Upon filing this appeal, I understand that I have a right to a hearing before the Appeal Panel. I understand that by filing this appeal 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.

Please check one:      I desire a hearing before the Appeals Panel   ☐

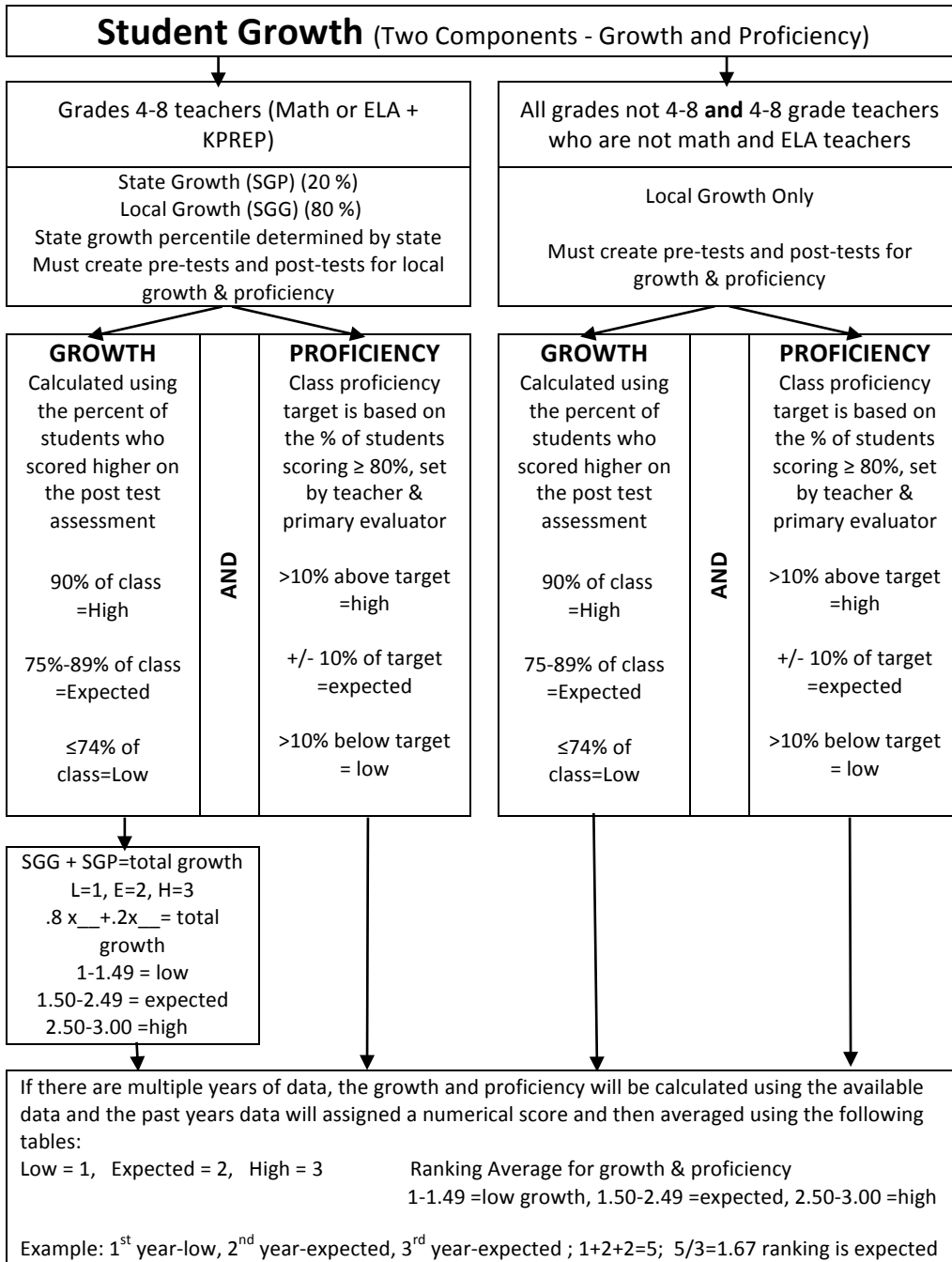
I do not desire a hearing before the Appeal Panel   ☐

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

\_\_\_\_\_  
Date

# Teacher Professional Growth & Effectiveness System Documents

**Primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected TPGES documents.  
([https://sites.google.com/a/warren.kyschools.us/pges\\_forms/](https://sites.google.com/a/warren.kyschools.us/pges_forms/))**



Overall Student Growth Rating		
<b>H</b>	<b>E</b>	<b>H</b>
<b>E</b>	<b>E</b>	<b>E</b>
<b>L</b>	<b>L</b>	<b>E</b>
	<b>L</b>	<b>H</b>
	<b>E</b>	
	<b>H</b>	

**PROFICIENCY**      **GROWTH**

#### CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

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

#### CRITERIA FOR DETERMINING A TEACHER'S OVERALL PERFORMANCE CATEGORY

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

## Primary Evaluator Assignment Form

## 2016-2017 NON-TENURED TEACHERS (PGES)

[illegible]

## 2016-2017 TENURED TEACHERS (PGES)

[illegible]

## 2016-2017 KTIPS & Old Warren County Evaluation (+ self-reflection & growth plan through PGES)

[illegible]



## PEER OBSERVATION FORM

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

Print Name of Peer

Observer: \_\_\_\_\_

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

Print Name of Peer Observee: \_\_\_\_\_

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

Date of Pre-Conference: \_\_\_\_\_

Date of Observation: \_\_\_\_\_

Date of Post-Observation Conference: \_\_\_\_\_

Please copy this form for your records. Give the original to your Principal.

# REFLECTIVE PRACTICE & PROFESSIONAL GROWTH PLANNING TEMPLATE

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

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

Component:	Self-Assessment:				Rationale:
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	

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	
Current Level of Performance for Selected Component:							I      D      A      E

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

**Professional Growth Goal:**

- What do I want to change about my instruction that will effectively impact student learning?
- What is my personal learning necessary to make that change?
- What are the measures of success?

**Action Plan**

Professional Learning	Resources/Support	Targeted Completion Date
Measures of Goal Attainment (Tools/Instruments):		
Expected Student Growth Impact:		
<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**

Date:	End of Year Reflection:

**Next Steps:**

--

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

Teacher Signature:

Date:

Administrator Signature:

Date:



## TPGES Student Growth Goal Rigor Planning Worksheet

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

Acceptable Goal: Y N      Date Completed: \_\_\_\_\_

<b>Student Growth Goal</b>

Directions for completing the Growth Goal Checklist: It is necessary that you answer each question below with Yes/No and provide a rationale as needed before submitting your growth goal to the primary evaluator in CIITS. The primary evaluator will then complete the same checklist about your goal before accepting the goal. The primary evaluator will provide feedback if your goal is missing one or more required components.

Question	Yes/No	Rationale
Is the goal Specific? (Draw a box around the specific content/skill addressed in your goal).		
Is the goal Measurable? (Underline how you will measure student progress in the goal above.)		
Is the goal Appropriate?		
Is the goal Realistic? Is your goal doable, but rigorous enough to stretch the outer bounds of attainable?		
Is the goal Time-Bound? (Circle the time in the goal above)		
Does the goal address an enduring skill, concept or understanding in your content area?		
Does the goal have both a growth component and a proficiency component? Did you include a goal for ALL students and also a goal with a percentage of students who will meet proficiency?		
Does the goal relate to the needs of the current group of identified students? (If you mark "yes" here, you should also mark that your goal is appropriate.)		

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

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

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

Printed Name: \_\_\_\_\_

# Think and Plan Guidance for Developing Student Growth Goals

Purpose: This document is a summary form a teacher completes for conferencing with their administrator. The form follows the same process that is in CIITS but is more comprehensive. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template. All **gold text** in the left column is the exact text from the Student Growth Goal Setting Process in CIITS.

## Step 1: DETERMINE NEEDS

**Context: Describe the context of the identified class, including the student population,** as selected by teacher in collaboration with principal, including student population.

**Needs Assessment: What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?** Identify the content area enduring skills\*, concepts, and/or processes that your goal will target. (In the KCAS for Mathematics, the “Enduring Understandings” reflect the enduring learning advocated in the goal-setting for student growth process.) Content area examples: [Reading](#), [Writing](#), [Speaking and Listening](#), [Social Studies](#), [Science](#), [Math](#), [Reading Foundational Skills](#), [PE](#), [Health](#), [World Language](#), [Music](#), [Art](#), [CTE](#)

### Guiding Questions

**In collaboration with colleagues, identify the enduring skills\*, concepts, and processes for my content area ([facilitator’s guide](#), [process pptx](#), [blank template](#)).**

- ✓ Based on my content standards, what are the enduring skills\*, concepts and processes students should master by the end of the school year/course?
- ✓ Do the identified skills, concepts and processes represent essential learning that: ENDURES beyond a single test date, is of value in other disciplines, is relevant beyond the classroom, is worthy of embedded, course-long focus, and may necessary for the next level of instruction (next grade or future course)?

- ✓ What does it look like for students to be performing at proficiency level on these skills, concepts and processes? How do I know?

**Pinpoint areas of need based on my current students’ abilities.**

- ✓ Are there any enduring skills\*, concepts or processes my students lack overall? What are the biggest areas of need?
- ✓ What are my students’ abilities? How have I collected and analyzed evidence/data to determine patterns, trends, strengths and weaknesses for all students? (e.g., formative processes, analysis of student work, anecdotal notes, last year’s data, previous teachers)
- ✓ Are the areas of need identified appropriate for a year-long/course-long student growth goal?

**Sources of Evidence: What sources of evidence will you use to establish baseline data and measure student growth?**

**Decide on sources of evidence.** After identifying an area or areas of need, choose the sources of evidence (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline, mid-term, and end of year/course data for the student growth goal.

Note: At least three sources of evidence are recommended for contributing to baseline data.

- ✓ Do the sources of evidence provide the data needed to demonstrate proficiency for the identified area(s) of need?
- ✓ Can the sources of evidence be used to provide baseline data, comparable mid-term data, and end of year/course data?
- ✓ Do the sources of evidence require students to meet or exceed the true intent of the standards being assessed? (This addresses both rigor of the evidence and comparability.)
- ✓ Is there a good match between the rigor of the standard to be assessed and the method used to collect evidence? (For instance, if the best way to determine if students are meeting the rigor of a standard is a performance, then the task should be a performance that demonstrates where students are in meeting mastery of that standard. See *Classroom Assessment for Student Learning* resources on [Target-Method Match](#).)

**Interval of Instruction: What is the course-long interval of instruction (e.g., trimester, semester, one school year)?**

<http://education.ky.gov/teachers/PGES/TPGES/Documents/Sources of Evidence to Establish Baseline for the SGG.pptx>

**Use baseline data to determine area(s) of need for the goal**

- ✓ What did I learn from collection of data?
- ✓ How will I combine data to [determine a baseline](#) for my SGG?

## Step 2: CREATE A SPECIFIC LEARNING GOAL

**Expected Growth: What is/are the target(s) for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, “During this school year all of my students will improve by one performance level.”)**

**Expected Proficiency: What is the proficiency target? What percentage of students will meet or exceed that target? (For examples, “80% of my students will meet or exceed level 3 of the rubric.”)**

**Goal Statement: Write your complete student growth goal statement that meets the SMART criteria. Include both growth and proficiency.**

**Rationale: Explain the rationale for the goal. Include reference to baseline data and explanation of how targets meet the expectation for rigor.**

**Now that the expectations for growth have been determined, identify the parameters for high and low growth in relation to expected growth.**

**Decide on a student growth goal (SGG) that meets the SMART criteria.**

### SPECIFIC

- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?
- ✓ Does the goal address learning that is representative of the enduring skills\*, concepts and/or processes that:
  - ENDURES beyond a single test date,
  - is of value in other disciplines,
  - is relevant beyond the classroom,
  - is worthy of embedded, course-long focus,
  - may be necessary for the next level of instruction?

### MEASURABLE

- ✓ Does the goal identify the sources of evidence/measures that will be used to show how all students will demonstrate growth?
- ✓ Do the sources of evidence provide the data needed to accurately measure where students are in mastering the grade level standards for the identified areas(s) of need?
- ✓ Which criteria were used for determining what amount of growth is rigorous for students? Why was this criteria selected?
- ✓ Does the goal include a **growth target** and **proficiency target**?

### APPROPRIATE

- ✓ Is the goal standards-based and directly related to the subject and students taught?
- ✓ Is there a good match between the goal and the level of rigor expected in the identified standards?

### REALISTIC

- ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?

### TIMEBOUND

- ✓ Is the goal designed to stretch across the interval of instruction (e.g., trimester, semester, one school year)?
- ✓ Is there sufficient time within the interval of instruction to determine goal attainment?

[Sample Student Growth Goals 2014](#)  
[Sample Student Growth Goals 2014 CTE](#)

### Student Growth Goal measurement

- ✓ How many students must exceed “expected” for the SGG to be rated “High”?
- ✓ How many students must not reach “expected” for the SGG to be rated “Low”?
- ✓ Teacher may wish to reference the district’s CEP

### Step 3: CREATE AND IMPLEMENT TEACHING AND LEARNING STRATEGIES

**Professional Learning: Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP reflect the support I will need to meet this goal?**

#### **Determine professional learning**

- ✓ What professional learning is needed to support the SGG?
- ✓ How can a professional learning community/colleagues' expertise provide support?
- ✓ Does the Professional Growth Plan (PGP) reflect the support needed to meet the goal?

**Instructional Strategies for Goal Attainment: What specifically, will you do instructionally to assure your students make gains projected in your student growth goal?**

#### **Decide on instructional strategies for goal attainment**

- ✓ How do I identify the instructional strategies that will most effectively support students in attaining the SGG?
- ✓ What resources and supports do I need to implement these strategies with my students?

### Step 4: MONITOR STUDENT PROGRESS THROUGH ONGOING FORMATIVE ASSESSMENT

**Instructional Strategies for Goal Attainment: How will you monitor students' progress toward goal attainment?**

#### **Plan for progress monitoring**

- ✓ How and when will I monitor progress towards the SGG throughout the year/course?
- ✓ What formative assessment processes will I use for progress monitoring?
- ✓ How will I involve students in progress monitoring?
- ✓ How will I provide all students multiple opportunities and/or assessment types to demonstrate learning of the selected standards?
- ✓ How will specific feedback occur regularly to move students forward in their learning?

**Step 5: DETERMINE WHETHER THE STUDENTS ACHIEVED THE GOAL**

Do not complete this box until the end of the growth goal timeline.

**Analyze results: Analyze the summative/post-assessment data to determine goal attainment and reflect on next steps.**

- ✓ What does the data reveal about student growth?
- ✓ What does the data show about instructional practices?
- ✓ How can these results inform professional growth? (Connect this back to Step 3.)

\*In the KCAS for Mathematics, the “*Enduring Understandings*” reflect the enduring learning advocated in the goal-setting for student growth process. Consult the *Enduring Skills Initial List* for your content area for examples.



## PRE-OBSERVATION DOCUMENT

TEACHER	
EMPLOYEE ID#	
SCHOOL	
GRADE LEVEL/SUBJECT(S)	
OBSERVER	
DATE OF CONFERENCE	

## PRE-CONFERENCE (PLANNING CONFERENCE)

QUESTIONS FOR DISCUSSION:	NOTES:
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 in a large group? Provide any materials 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 like me to specifically observe during the lesson?	



## POST-OBSERVATION DOCUMENT

TEACHER	
EMPLOYEE ID#	
SCHOOL	
GRADE LEVEL/SUBJECT(S)	
OBSERVER	
DATE OF CONFERENCE	

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

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?	

### *Evaluators Formative Observations 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

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

\_\_\_\_\_  
Date

# Principal Professional Growth & Effectiveness System Documents

Principals and primary evaluators may contact the District Evaluation Plan Point of Contact for access to electronic versions of selected PPGES documents.  
([https://sites.google.com/a/warren.kyschools.us/pges\\_forms/](https://sites.google.com/a/warren.kyschools.us/pges_forms/))

## Crosswalk Between VAL-ED and Principal Performance Standards

	Planning	Implementing	Supporting	Advocating	Communicating	Monitoring
High standards for student learning	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Communication & Community Relations	Instructional Leadership
Rigorous Curriculum	Instructional Leadership	Instructional Leadership	Instructional Leadership	Instructional Leadership	Communication & Community Relations	Instructional Leadership
Quality Instruction	Instructional Leadership	Instructional Leadership	Human Relations Management/ Organizational Management	Human Relations Management/ Organizational Management	Communication & Community Relations	Instructional Leadership
Culture of Learning & Professional Behavior	School Climate/ Professionalism	School Climate/ Professionalism	School Climate/ Professionalism	Communication & Community Relations	Communication & Community Relations	School Climate/ Professionalism
Connections to External Communities	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations	Communication & Community Relations
Performance Accountability	Human Relations Management	Human Relations Management	Human Relations Management	Human Relations Management	Communication & Community Relations	Instructional Leadership.

## Artifacts for Domains 1 and 4

### Domain 1: Planning and Preparation

#### **1A. Demonstrating Knowledge of Content and Pedagogy**

- lesson/unit plan
- curriculum map
- vertical and horizontal planning documents
- state course information

#### **1B. Demonstrating Knowledge of Students**

- learning styles Inventory
- personal information about students

#### **1C. Selecting Instructional Outcomes**

- "I Can" statements / learning targets
- lesson/unit plan

#### **1D. Demonstrating Knowledge of Resources**

- list and examples of resources used

#### **1E. Designing Coherent Instruction**

- lesson/unit plan

#### **1F. Designing Student Assessments**

- formative and summative assessments
- assessment results

### Domain 4: Professional Responsibilities

#### **4A. Reflecting on Teaching**

- post observation document from peer and full observations
- notes on lesson plans
- narrative of reflection

#### **4B. Maintaining Accurate Records**

- records for student completion of assignments, student progress in learning, student attendance, students with IEP, 504, PSP

#### **4C. Communicating with Families**

- teacher website, blog
- emails
- call log
- newsletter
- evidence of both individualized and whole class communication

#### **4D. Participating in Professional Community**

- participation in PD, PLC, faculty meeting, leadership PLC
- participation in school, district, state instructional teams
- extracurricular activities

#### **4E. Growing and Developing Professionally**

- participation in PD, PLC, faculty meeting, leadership PLC
- participation in school, district, state instructional teams
- attending workshops or conferences
- implementing strategy from PD, faculty meeting, workshop

#### **4F. Showing Professionalism**

- contribution to school
- compliance with school and district rules/policies



# Site Visit / Work Place Visit Form Kentucky Principal Growth and Effectiveness System

Principal: \_\_\_\_\_

School: \_\_\_\_\_

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

**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?*

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

**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?*

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

**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).**

**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?*

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

**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.*

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

**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?*

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

**Evaluator's Feedback:**

**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	

Examine additional relevant data sources to make an informed decision on growth needs. Select an area of growth from the above self-reflection to focus your professional growth goals.

## Part B-1: State Student Growth

<b>State Student Growth Goal Statement</b> <i>(Based on one of the State goals within your CSIP.)</i>		
<b>Process or Rubric for Determining High, Expected or Low Growth.</b>		
<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 B-2: Local Student Growth

<b>Local Student Growth Goal Statement</b> <i>(Based on School Need)</i>		
<b>Process or Rubric for Determining High, Expected or Low Growth</b>		
<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.

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.

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.

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 What do I want to change about my leadership or role that will effectively impact working conditions in my school and their impact on student learning?	Strategies/Actions What will I need to do in order to impact the target standard and target question(s)? How will I apply what I have learned? How will I accomplish my goal?	Resources/Support What resources will I need to complete my plan? What support will I need?	Targeted Completion Date 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 _____ <div style="text-align: right;">Principal's Superintendent</div>

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>End of Year TELL KY Working Conditions Growth Reflection:</b>
<b>Date:</b>	<b>End of Year Professional Growth Reflection:</b>

<b>Next Steps:</b>

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

2016-2017  
CLASSIFIED EVALUATION PLAN



Warren County Public Schools  
303 Lovers Lane  
Bowling Green, KY 42103  
270 781-5150

Superintendent  
Rob Clayton

Evaluation Contact  
Kathy Goff

### **Classified Employee Evaluation Plan Table of Contents**

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# **CLASSIFIED EVALUATION PLAN**

**Warren County Public Schools  
P.O. Box 51810  
Bowling Green, KY 42102-6810**

**Mr. Rob Clayton, Superintendent**

**July 2013**

**No Revisions Made for the 2016-2017 School Year**

## CLASSIFIED SCHOOL PERSONNEL EVALUATION PLAN

***NAME OF DISTRICT:*** WARREN COUNTY

***TELEPHONE NUMBER:*** (270) 781-5150

***ADDRESS:*** P.O. Box 51810  
Bowling Green, KY 42102-6810

***SUPERINTENDENT:*** Mr. Rob Clayton

***EVALUATION CONTACT PERSON:*** Mrs. Kathy Goff

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### Evaluation Plan Development Committee Members

John Odom	Transportation Director
Bobby Crooks	Maintenance Director
Chris McIntyre	Finance Director
Melody Ossello	WCHS Office Support Specialist
Lisa Reeves	District Custodian
Michele Tolbert	Director of Human Resources
Kathy Goff	Assistant Superintendent
Connie Choate	SWMS ALC Aide
Kellie Creek	Manager – Plano Food Service
Janice Lockwood	Briarwood FRC

### **NOTIFICATION (Evaluation Orientation)**

Each primary evaluator will be responsible for ensuring that an explanation and distribution of an appropriate evaluation form to all classified personnel under his/her supervision is accomplished *no later than the end of the first month of reporting for employment.*

### **EVALUATION**

Each classified employee shall be evaluated at least once each year. This evaluation shall be performed by the Principal or the immediate supervisor and shall be based upon a formal procedure approved by the Superintendent and Warren County Board of Education for that specific position or class of positions. The administrator performing the evaluation shall share and discuss the evaluation report with the employee. The employee shall have the right to comment in writing on the evaluation report. The employee's written comments shall be attached to the evaluation report, and the report shall be filed in their official personnel file.

### **EVALUATION APPEAL**

An employee may appeal his/her evaluation as follows:

1. The employee may request in writing a review of his/her evaluation with the immediate supervisor within ten (10) days.
2. If a review is requested, the Superintendent/designee shall set the time and place of the review with the employee and immediate supervisor within ten (10) days of the receipt of the request.
3. During the review process, the employee shall be given the opportunity to present any evidence or testimony supporting his/her position.
4. Within ten (10) working days of the hearing, the Superintendent/designee shall prepare and forward to the employee and the employee's supervisor a written response to the appeal.
5. All information relating to the employee's evaluation shall be placed in the employee's official personnel file.

## **EVALUATION PROCESS**

1. All principals and immediate supervisors of classified staff will be trained annually.
2. All evaluations of classified employees shall be documented on district forms and shall become part of the official personnel file.
3. An evaluation conference between the evaluator and the classified employee being evaluated shall be held.
4. A completed and signed copy of the evaluation form will be provided to each person being evaluated immediately following the evaluation conference.
5. The evaluation of all classified employees shall be completed by April 15.
6. An evaluation may be made at any time at which the quality or quantity of work is in question.

### Classified Personnel Evaluation

Employee's Name: \_\_\_\_\_ School Year: \_\_\_\_\_

Worksite/School: \_\_\_\_\_ Supervisor: \_\_\_\_\_

Position: \_\_\_\_\_

#### Explanation of the Scale

Exceeds Expectations (EE)

Improvement Needed (IN)

Meets Expectations (ME)

Not Applicable (NA)

(\*) = Critical Performance Dimension

#### **I Job Knowledge:**

Evaluate skill/knowledge of the information, procedures, materials, equipment, techniques, etc., required for the position.

		EE	ME	IN	NA
*	(a) Has necessary skills to complete tasks required in current job.				
	(b) Understands and completes all required records, reports, and documents.				
*	(c) Has working knowledge of equipment/material that is necessary for completion of assigned task.				
	(d) Attends appropriate in-service programs.				
*	(e) Adheres to Board policies.				

Comments:

#### **II Productivity and Quality of Work:**

Rate the completion, accuracy, timelines, and volume of work.

		EE	ME	IN	NA
*	(a) Completes the required tasks.				
	(b) Completes tasks accurately.				
	(c) Completes tasks in a timely manner.				
*	(d) Uses proper safety measures when working.				
*	(e) Takes initiative in seeking and completing tasks without supervision.				

Comments:

### Classified Personnel Evaluation

- III Responsibility, Dependability, and Attendance:**  
 Consider efforts to ensure the successful completion of tasks, extra efforts made to meet work demands, attendance, dependability and general assistance.

		EE	ME	IN	NA
*	(a) Uses discretion with confidential or privileged information.				
*	(b) Follows direction.				
	(c) Uses good judgment in performing responsibilities.				
	(d) Organizes work responsibilities and sets priorities.				
*	(e) Has a good attendance record.				
*	(f) Reports to work punctually.				
	(g) Returns to work from break and/or lunch punctually.				
Comments:					

- IV Interpersonal Relations:**  
 Consider relationships with other employees, students, and the community, and willingness to perform required duties and to help others accomplish tasks.

		EE	ME	IN	NA
	(a) Deals with students and parents in a positive, constructive manner.				
*	(b) Deals with colleagues and supervisors in a positive, constructive manner.				
*	(c) Cooperates in accomplishing school and District goals and objectives.				
	(d) Handles problems in a constructive and fair manner.				
	(e) Works through line/staff relationships when addressing problems.				
	(f) Offers differing opinions in a constructive and helpful manner.				
*	(g) Demonstrates effective written and verbal communication skills.				
Comments:					

### Summary

	EE	ME	IN	NA
Overall job performance on applicable items				

### Classified Personnel Evaluation

Overall, does the employee meet the designated performance standards: ☐ Yes ☐ No

**Comments:**

**Growth and Development:** Activities in which the employee has participated which could increase job effectiveness.

**Comments:**

Improvement in the areas noted on this evaluation can be achieved by the following:

**This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.**

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

\_\_\_\_\_  
Supervisor's Signature      Date

**Employee's Comments:**

## **CLASSIFIED EVALUATION OVERALL PERFORMANCE DIMENSIONS**

### **EXCEEDS EXPECTATIONS (EE)**

For an employee to receive an overall rating of “Exceeds Expectations”, the majority of the critical performance dimensions should have been evaluated at this level, with no performance dimensions rated below “Meets Expectations”. Any additional or specific performance goals and objectives should have been achieved, at least at the “Meets Expectations” level.

### **MEETS EXPECTATIONS (ME)**

An employee’s overall performance will generally be considered as “Meets Expectations” when the majority of the critical performance dimensions are evaluated at “Meets Expectations”, and no more than two of the remaining performance dimensions are evaluated at “Improvement Needed”. Most of the additional or specific performance goals and objectives should have been achieved at the “Meets Expectations” level of achievement.

### **IMPROVEMENT NEEDED (IN)**

The “Improvement Needed” rating indicates that one or more of the critical performance ratings were below the “Meets Expectations” standard, and several of the additional or specific performance goals and objectives were not realized at a fully satisfactory level. Any single “Improvement Needed” rating on a critical dimension or performance objective should generally result in an “Improvement Needed” overall rating.

### **NOT APPLICABLE (NA)**

Indicates that this particular performance dimension does not apply to this particular individual’s duties or job classification.

## EMPLOYEE DISCIPLINARY NOTICE FORM

\_\_\_\_\_  
Employee's Name

\_\_\_\_\_  
Job Title/Position

\_\_\_\_\_  
Department/School

\_\_\_\_\_  
Date of Infraction

\_\_\_\_\_  
Date & Time of Notice to Employee

<b><u>NATURE OF INFRACTION</u></b>	
<b><u>(Check/Complete as Applicable)</u></b>	<b><u>Comments</u></b>
<input type="checkbox"/> Attendance	
<input type="checkbox"/> Safety	
<input type="checkbox"/> Department/School Rules	
<input type="checkbox"/> Conduct	
<input type="checkbox"/> Work Performance	
<input type="checkbox"/> Other (specify)	
=====	
<input type="checkbox"/> Violation of Personnel Policies for Certified	
Section Number(s)	
<b><u>DISCIPLINE OR CORRECTIVE ACTION TAKEN / RECOMMENDED</u></b>	

<b><u>RECORD SECTION</u></b>	
Has employee been warned before about this offense? Yes____ No____	
If yes, how and when? Oral____ Written____ Date(s)_____	
_____ Signature of Administrator/Principal	_____ Signature of Supervisor/Witness
<b><u>Signature of Employee Acknowledging Receipt of Notice</u></b>	
_____ Employee Signature	_____ Date

\_\_\_\_\_  
Acknowledged by Personnel Director

\_\_\_\_\_  
Date

### **Distribution:**

Personnel

Employee

Principal/Supervisor

# WARREN COUNTY SCHOOLS INDIVIDUAL CORRECTIVE ACTION PLAN

Name: \_\_\_\_\_

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

Title: \_\_\_\_\_

Work Site: \_\_\_\_\_

Standard No.	Growth Objective/Goals (Describe desired outcomes)	Procedures & Activities for Achieving Goals & Objectives (Including support personnel)	Target Dates

(Attach more pages if necessary)

EVALUATEE'S COMMENTS:

INDIVIDUAL CORRECTIVE ACTION PLAN DEVELOPED:

\_\_\_\_\_  
Evaluatee's Signature                      Date

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

STATUS:                      ☐ ACHIEVED                      ☐ REVISED                      ☐ CONTINUED

\_\_\_\_\_  
Evaluatee's Signature                      Date

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

PROGRESS REVIEW MEETINGS:

Date	Comments	Initials

(Attach more pages if necessary)

## Classified Evaluation Appeal Form

**INSTRUCTIONS:**

This form is to be used by classified employees who wish to appeal their current evaluation. If you feel that you were not fairly evaluated, you may submit an appeal to the Superintendent by completing this form and returning it to the Superintendent *within ten (10) working days of the receipt of your evaluation.*

Employee's Name: \_\_\_\_\_

Home Address \_\_\_\_\_ Zip Code \_\_\_\_\_

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

What specifically do you object to or why do you feel you were not fairly evaluated? If additional space is needed, attach additional sheet(s).

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Date you received date evaluation: \_\_\_\_\_

Name of evaluator: \_\_\_\_\_

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

\_\_\_\_\_  
Date