Lincoln County Public Schools

Next Generation Professionals

TPGES / PPGES Evaluation Plan

SPRING 2015

Certified Personnel Evaluation Plan
Lincoln County Schools

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Additions and Deletions Determined in Spring 2015
# Lincoln County Evaluation Plan

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ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The ____________________ 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 one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

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

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

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

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

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

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

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

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

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

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

________________________________________________

Signature of District Superintendent                                      Date

________________________________________________

Signature of Chairperson, Board of Education                              Date
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).

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is effective teaching supported by effective leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky’s Elementary and Secondary Education Act (ESEA) flexibility waiver and the state’s Race to the Top grant.
Article 1: Professional Growth and Effectiveness System – Certified Teacher

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

Section 1: Roles and Definitions

1. Administrator: Means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

2. Appeals: A process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with their evaluation.

3. Artifact: A product of a certified school personnel’s work that demonstrates knowledge and skills.

4. Assistance Growth Plan: A plan developed by the evaluator and evaluatee as a result of an overall ineffective rating during the summative evaluation cycle.

5. 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.

6. Calibration: The ongoing demonstration of proficiency in teacher observations through the scoring of videos. During this process, the participant does not receive a score but constructive feedback.

7. 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.

8. 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.

9. Comparability: Assessments are comparable if they allow or require the student to demonstrate learning at similarly high levels.

10. Conference: Is a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of the observation(s) and other information to determine accomplishments and for identifying areas for growth. A pre-conference takes place a minimum of five (5) days before the observation and a post-conference five (5) days after the observation.

11. Continuous Instructional Improvement Technology System: (CIITS) the official state approved data entry and collection technology platform.

12. Evaluator: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.

13. Evaluatee: District/ School personnel that is being evaluated.


15. Full Observations: Follows observation sequence: pre-conference, observation, post conference. Full class period or a complete lesson, evaluates Domains 2 and 3, collects evidence towards Domains 1 and 4.
16. 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.

17. Intensive Assistance Plan: A plan developed by the evaluator and evaluatee as a result of an overall ineffective rating during the summative cycle of assistance growth plan year.

18. Job Category: A group or class of certified school personnel positions with closely related functions.

19. Local Contribution: A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.

20. Local Formative Growth Measures: Is defined by KRS 156.557(1)(b)


22. Observation: A data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

23. Observer Certification: A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.

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. OPGES: Acronym used to refer to “Other Professionals” such as counselors, librarians, APCs, speech & language teachers, etc. who provide critical student support services.

27. Overall Student Growth Rating: The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.

28. 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 practice.

29. Performance Criteria: The areas, skills, or outcomes on which certified school personnel are evaluated.

30. 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.
31. **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.

32. **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.

33. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.

34. **Professional Practice:** The demonstration, in the school environment, of the evaluatee’s professional knowledge and skill.

35. **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.

36. **Professional Learning Community (PLC):** A group of individuals with a common interest working collaboratively to improve student learning.

37. **Ratings:** Teachers will be assigned the rating of Ineffective, Developing, Accomplished or Exemplary based on the Danielson Framework for Teaching and other established criteria.

38. **Rigor:** Meets the intent of the standard.

39. **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.

40. **SMART Goal Criteria:** Acronym/criteria for developing student growth goals (Specific, Measureable, Attainable, Realistic, Time-bound).

41. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.

42. **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.

43. **Student Growth Percentile:** Each student’s rate of change compared to other students with a similar test score history.

44. **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.

45. **Student Growth Goal Ratings:** Ratings assigned to student growth based on a rubric indicating high, expected, or low growth.

46. **Summative Evaluation:** The summary of, and conclusions from all data. It occurs at the end of the evaluation cycle.

47. **Student Voice Survey:** The state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practice.
Section 2: System Components—System Overview and Summative Model

The following graphic outlines the summative model for the Teacher Growth & Effectiveness System.

There are neither numbers nor percentages that dictate ratings on domains and overall performance category for an individual educator. Rather, evaluators will look for trends and patterns in practice across multiple sources of evidence and apply their professional judgment based on this evidence when evaluating an educator. The role of evidence and professional judgment in the determination of ratings on domains and an overall rating is paramount in this process. However, professional judgment is grounded in a common framework: The Kentucky Framework for Teaching.
THE KENTUCKY FRAMEWORK FOR TEACHING

The Framework for Teaching (Appendix A) is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher’s professional practice will be situated within one or more of the four domains of the framework. Performance will be 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 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 educators respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Percentiles and/or Student Growth Goals
PRODUCTS OF PRACTICE

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

Additional evidence provided in support of educator practice may include anything from the following list (not an exhaustive list):

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from mini or informal observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- other evidence provided by teacher in support of the standards

Both teachers and evaluators share responsibility for determining appropriate and relevant evidence, and the above list is not comprehensive. All evidence must be “products of an educator’s work that demonstrate knowledge and/or skills of the educator.” In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning. These and other appropriate documents may be submitted as evidence documents.

All components and sources of evidence supporting an educator’s professional practice and student growth ratings will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS).
### Sources of Evidence/Framework for Teaching Alignment

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(A) Professional Growth Planning and Self-Reflection

The Teacher and OPGES personnel’s Professional Growth Plans (Appendix B and applicable X) 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, relevant/applicable CSIP goals, and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and OPGES staff will identify explicit goals which will drive the focus and development of professional growth activities as well as the necessary support required to obtain them.

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

All teachers will participate in self-reflection and professional growth planning each year. All teachers will document self-reflection and professional growth planning in district approved processes and forms. All teachers will complete their self-reflection and professional growth plan by October 1. In addition, all new hires shall complete their self-reflection and professional growth plan within thirty (30) instructional days of the date of hire. District personnel will systematically monitor the process to ensure that this deadline is met. The mid-year conference will provide documentation and evidence that teachers engage in ongoing self-reflection.

(B) Observations and Conferencing

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments. The supervisor observation will provide documentation and feedback to measure the effectiveness of a teacher’s professional practice. Only the supervisor observation will be used to calculate a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. Summative ratings will NOT be given by the peer observer. The rationale for each type of observation is to encourage continued professional growth in teaching and learning through critical reflection and constructive feedback.
OBSERVATION MODEL

The district will use the Progressive Model (3&1 model) for evaluating educator performance. An observer(s) will conduct three (3) formal mini observations of approximately twenty to thirty (20-30) minutes each followed by a concluding full observation. All four (4) observations will occur in the final year of the summative evaluation cycle. One (1) of the three (3) mini-observations is conducted by a peer observer. The other two (2) are conducted by an administrator. During the mini observations, the observer will make note of components observed in order to identify “Look-Fors” in the next mini observation session. The final formal observation is conducted by a supervisor for a full class or lesson observation. All observations shall be implemented and documented by using the district-approved forms and technology processes.

GENERAL OBSERVATION PROCEDURES

(a) All certified school personnel shall receive orientation on the evaluation plan documents and the criteria by which they are evaluated within the first 30 calendar days of reporting for employment each school year.

(b) The immediate supervisor of the certified school employee shall be designated as the primary evaluator. However, the primary evaluator may assign another supervisor to evaluate the certified teacher. He/she shall be incorporated into the formative process for evaluation of the teacher.

(c) All monitoring (formal and informal) of performance of a certified employee shall be conducted openly and with the full knowledge of the teacher or administrator.

(d) Unannounced (informal) visits to the classroom are permissible.

(e) Any new teacher to the district shall be observed during the first nine (9) weeks of the start of the school year.

(f) The evaluation system shall provide an opportunity for a written response by the evaluatee and the response shall become a part of the official personnel record.

(g) Any person has the right to appeal the summative evaluation. (See Local Appeals Process).

(h) An Intern Teacher will be evaluated using the Kentucky Teacher Internship Program (KTIP). This shall serve as the formal evaluation record for the teacher.

PROCEDURES: NON-TENURED CERTIFIED PERSONNEL & THOSE ON A ONE YEAR SUMMATIVE OBSERVATION CYCLE:

Procedures for Observations and Conferences for Non-Tenured Certified Personnel shall include the following:

(a) A total of four observations will take place throughout the school year. It is recommended that a mini observation will occur during the first observation window, a mini peer observation will occur during the second window, a mini administrator observation will occur during the third window, and a full observation will occur during the final observation window. Additional observations may be held at the discretion of the administrator or upon teacher request. (Note recommended window dates on page 15)
(b) The observer/evaluator assumes the responsibility for planning and organizing the conferences in order for both parties to receive the maximum benefit from the discussion.

(c) An individual pre-observation conference will be held with both the evaluator and evaluatee within five (5) working days prior to the observation. The Pre-Observation Form (Appendix C) will be completed, submitted to the supervisor, and the conference will occur face-to-face for full observations. The Pre-Observation form will be completed and submitted prior to the mini observation(s). A face-to-face pre-observation conference for the mini may be requested by the evaluator or the evaluatee, but it is not required.

(d) A Post-Observation Conference Form (Appendix D) shall be completed and a face-to-face conference will follow each observation within five (5) working days.

All observations must be documented using the district-approved forms and or technology processes.

(e) The principal will complete the annual signed summative evaluation forms and submit to central office by April 20.

(f) A copy of the signed evaluation form(s) (Appendix E, F, and applicable Appendix X) shall be given to the evaluatee and one copy shall be placed in the employee’s personnel file. The summative evaluation conference shall be held at the end of the full summative evaluation cycle.

PROCEDURES: CERTIFIED TENURED PERSONNEL ON A THREE YEAR OBSERVATION CYCLE:

Procedures for Observations and Conferences for Tenured Certified Personnel shall include the following:

(a) All tenured employees will have a formal summative evaluation observation cycle a minimum of once every three years. A total of four observations will take place throughout the school year. It is recommended that a mini observation will occur during the first observation window, a mini peer observation will occur during the second window, a mini administrator observation will occur during the third window, and a full observation will occur during the final observation window. Additional observations may be held at the discretion of the administrator or upon teacher request. (Note recommended window dates on following pages). Additionally, multiple observations are required when observation results yield an ineffective rating.

(b) The observer/evaluator assumes the responsibility for planning and organizing the conferences in order for both parties to receive the maximum benefit from the discussion.

(c) An individual pre-observation conference will be held with both the evaluator and evaluatee within five (5) working days prior to the observation.
The Pre-Observation Form (Appendix C) will be completed, submitted to the supervisor, and the conference will occur face-to-face for full observations. The Pre-Observation form will be completed and submitted prior to the mini observation(s). A face-to-face pre-observation conference for the mini may be requested by the evaluator or the evaluatee, but it is not required.

(d) A Post-Observation Conference Form (Appendix D) shall be completed and a face-to-face conference will follow each observation within five (5) working days.

(e) All mini and full observation data must be documented on district approved forms and / or in the approved technology processes.

(f) The full summative evaluation conference shall be held at the end of the third year summative evaluation cycle. All applicable PGP data shall be included. The principal will complete the annual signed summative evaluation forms and submit to central office by April 20th unless inclement weather requires the date to be extended by the board.

(g) A copy of the signed full summative cycle evaluation form (Appendix E and applicable X forms) shall be given to the evaluatee and one copy shall be placed in the employee’s personnel file as well as any additional required state form(s) or technology processes. The summative evaluation conference shall be held at the end of the summative evaluation cycle.

RECOMMENDED SCHEDULE OF OBSERVATION WINDOWS

Non—tenured/One Year Observation Cycle Teachers/OPGES PERSONNEL: Three (3) mini observations and one (1) full observation every year.

Tenured teachers / OPGES PERSONNEL On Three Year Observation Cycle: Three (3) mini observations and one (1) full observation during the third year summative evaluation cycle.

Dates denoted for all windows are RECOMMENDED guidelines. Observations one (1) and two(2) may occur any time during the first semester and observations three (3) and four (4) at any time during the second semester.

1st Observation Window: May begin following initial staff evaluation training, but no later than 30 days after start of school.

2nd Observation Window: Begins October 15 and ends December 20. The mini observation conducted by peer or supervisor. Second observation window ends at the conclusion of the first semester.

3rd Observation Window: Begins January 1 and ends February 21. Mini observation conducted by peer or supervisor. The final summative full observation may be conducted if all three mini observations are complete.

4th Observation Window: Begins February 22 and ends by April 20. Mini observations completed and full observation conducted by supervisor. The third and fourth observation windows end by April 20.
All observations, including the summative conference, for all teachers shall be concluded by April 20. Administrator observations, including guidance counselors, shall be concluded by June 20.

**OBSERVER CERTIFICATION**

All administrators serving as a primary evaluator must complete the initial certified evaluation training prior to conducting observations for the purpose of evaluation. Additionally, to ensure consistency of observations, evaluators must complete the TeachScape Proficiency Observation Training, 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 are applied in observation. There are three (3) sections of the proficiency system:

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

Supervisor observers must complete each section and pass the final proficiency assessment. The test is divided into two stages. Observers do not need to complete each stage in one sitting. If they do not pass a stage on the first attempt, they must wait 24 hours before they can retake it. Participants have two opportunities to pass the test in one license year. Given that high-stakes personnel decisions will be made using the data from the observations, the standards required are quite challenging. Observers must be accurate and consistent in applying the rubric and be able to demonstrate this at a high level.

The cycle for observation certification established is as follows [NOTE: This evaluation certification cycle mirrors the existing 704 KAR 3:370 related to initial and update training for certified evaluators]:

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Certification</td>
</tr>
<tr>
<td>Year 2</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 3</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 4</td>
<td>Recertification</td>
</tr>
</tbody>
</table>

Only supervisors who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a supervisor has yet to complete the proficiency assessment, or if the supervisor does not pass the assessment, the district will provide the following supports:

(a) All supervisors who will be responsible for the evaluation of teachers must pass the District Approved Proficiency Assessment as determined by the state.

(b) Training of evaluators needs to include training on policies and best practices.

(c) All new administrators who will be assessing teachers must pass the District Approved Proficiency Assessment by the date assigned by the superintendent which will be no less than sixty (60) days from the date of hire.

(d) A new administrator who will be evaluating teachers will be assigned a mentor administrator who has successfully completed District Approved modules and is certified to evaluate.
(e) Administrators who do not pass the District Approved Proficiency Assessment after one attempt must re-assess within thirty (30) days.

(1) Identify the modules of difficulty and review with mentor.

(2) Re-do training modules with mentor and discuss.

(f) Administrators who do not pass the assessment after the second attempt.

(1) During the window set by the superintendent, the administrator and mentor will review and understand all standards and evidence.

(2) After fifteen (15) days re-do the entire District Approved Module Process with a mentor.

(g) In cases where the supervisor is not certified though the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:

(1) In the event the supervisor is not certified through the Proficiency system, and therefore unable to conduct the observation the district efficiency supervisor will assign a district level administrator or principal(s) from another building (certified through the Proficiency system) to conduct the observation with the principal (modeling the process). It is important to note that observation data provided by the substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

**OBSERVER CALIBRATION**

(1) Observer Calibration

As certified observers may tend to experience “drift” in rating accuracy, the district will establish a calibration process to be completed each year where certification is not required (see chart under Observer Certification). This calibration process will be completed in years two (2) and three (3) after certification. All observers will recertify after the third year in the certification process. Calibration ensures ongoing accuracy in scoring teaching practice; an awareness of the potential risk for rater bias; and that observers refresh their knowledge of the training and scoring practice. The following graph illustrates annual evaluator requirements:

<table>
<thead>
<tr>
<th>Year</th>
<th>Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>Certification</td>
</tr>
<tr>
<td>Year 2</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 3</td>
<td>Calibration</td>
</tr>
<tr>
<td>Year 4</td>
<td>Recertification</td>
</tr>
</tbody>
</table>

(a) The district will ensure that certified observers undergo a calibration process at least once each year for Year two (2) and three (3) after initial certification. This will include the use of TeachScape, the state and district approved platform, with a minimum of six (6) hours update training provided by the district or regional cooperative. Administrators must successfully complete three (3) of five (5) Calibration sessions by scoring “Demonstrated Scoring Accuracy”. Another scoring opportunity will be provided for administrators scoring “Needs Additional Support.” Calibration must be completed by July 15th of each year.
(b) After year three (3) of initial certification, each evaluator will go through recertification using the state and district approved platform. This must be completed by July 15th before beginning year four (4). The district administrator will set up five annual calibration windows. Observers are required to score “Demonstrated Scoring Accuracy” on three of the five calibration windows. For those that score below, the observer may attempt again during another window. If all windows close and the evaluator still has not successfully met the standard, the district will assign a mentor to provide support and guidance.

PEER OBSERVATION

(2) Peer Observation
A Peer Observer will observe, collect, 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. All peer observers participating during the summative year observations will complete the state developed training once every three (3) years.

(a) The district will allow for teachers and other professionals to sign up with their principal to be a peer observer no later than August 24th of each school year for the next year.

(b) The teachers that sign up to be peer observers shall be trained each year and certified in peer observation, providing feedback, and the Kentucky Framework for Teaching. In the event that there are too few peer observers, the district efficiency supervisor will collaborate with principals to secure additional personnel.

(c) Each peer observer will be given six (6) hours of Professional Development credit for completion of the KET online module “Professional Learning for Peer Observers” on the Kentucky Framework for Teaching. Training must be completed prior to conducting observations.

(d) Teachers shall have a mini peer observation during their summative year and in the window as previously stated.

(e) Teachers in their summative year will choose by September 1 two (2) possible peer observers from their school. Any late hires will be notified within thirty calendar days of employment of the evaluation timelines and their respective obligations.

(f) The principal will assign peer observers to the teacher to be observed by choosing from the choices that the evaluatee has made.

(g) The peer observer and the teacher being observed will participate in a post conference within five school days of the observation. The observation and conference will be kept confidential between the peer observer and the teacher being observed.

(h) A peer observer will complete no more than three (3) observations in a school year.

(i) In cases of OPGES professionals, where in-house peer observers may be difficult to obtain, professionals in their field may be secured from another school to act in that capacity.

(j) Peer observations shall be documented on the district approved forms or technology processes.
STUDENT VOICE

(3) Student Voice

The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice. The results of the survey will be included as a data source to inform each teacher’s professional practice rating. All student voice data collected after the teacher’s previous summative year rating will be considered as a source of evidence, and used to inform professional practice in the summative year. The Student Voice Survey will be administered as follows:

(a) Teachers of grades 3—12 will participate annually in the Student Voice Survey during the windows set by the KDE and or the district’s window of February 1 – March 31st with a minimum of one identified group of students.

(b) The district efficiency supervisor will be the point of contact that is responsible for overseeing and administering the Student Voice Survey.

(c) The survey will be administered in the school between the hours of 7 AM and 5 PM local time.

(d) Surveys for a teacher/OPGES staff member will not be administered if they have less than ten (10) students in a classroom or other setting. If personnel do not have ten (10) different students in a class/setting throughout the day and they collaborate in a classroom, that classroom’s students may be used to survey the professional practice of that teacher. **If a teacher has a resource class that totals ten (10) or more students, the Infinite Campus coordinator will create a class in order to survey those students.** Survey data can only be considered when ten (10) or more students are respondents. School principals and district personnel will ensure that all teachers and OPGES personnel administer a valid student voice survey and respond to the data in order to reflect upon results and improve professional practice.

(e) The district will implement the Student Voice Survey in a consistent manner for all 3rd through 12th grade teachers across the district.

(f) Building principals will determine the group of students for each teacher that will participate in the Student Voice Survey. The principal will have their method approved by the district point of contact. The rules for selection must be applied in a consistent manner to the entire school.

(g) Students with an IEP or 504 Plan participating in the Student Voice Survey will receive the requisite supports to ensure equal access. Schools will follow the student’s IEP and 504 accommodation plans.

(h) A letter to parents that allow their child to opt out of the survey will be sent home one (1) week prior to the Student Voice Survey (Appendix G).

(i) A student voice confidentiality agreement must be signed by the following individuals: (Appendix H)
   - Employees who have system administrative rights in Infinite Campus.
- Employees who have open data base connectivity access to the Infinite Campus data base
- All employees who would potentially have access to the results of the Student Voice Survey.

(j) OPGES employees who serve students on an individual basis and whose job assignments are varied will work closely with their principal to identify the most appropriate method of administering the survey.

PRODUCTS OF PRACTICE

Teachers may provide additional evidences to support assessment of professional practice. See page ten (10) of this plan.

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

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles. The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive Student Growth Percentiles.

The following graphic provides a roadmap for determining which teachers receive which contributions:
(A) **State Contribution – Student Growth Percentiles (MSGP)—Applies to teachers of Math/ELA Grades 4-8.**

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The 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.

(B) **Local Contribution – Student Growth Goals (SGG)—Applies to all teachers**

The local contribution for the student growth measure is 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). All teachers, regardless of grade level and content area, will develop a Student Growth Goal for inclusion in the student growth measure. All Student Growth Goals 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). Other professionals, e.g. counselors, librarians, speech/language therapists, academic program consultants, and teachers in alternative settings will develop student growth goals that are appropriate and measurable. These will be developed collaboratively with their immediate supervisor.

(1) **Student Growth Goal Criteria**

All teachers will develop a local Student Growth Goal based on the following criteria:

(a) The Student Growth Goal shall be congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.

(b) The Student Growth Goal represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.

(c) The Student Growth Goal will allow high and low achieving students to adequately demonstrate their knowledge.

(d) The Student Growth Goal provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

(e) The local Student Growth Goal will include a goal for proficiency as well as growth. The principal and OPGES staff member will determine the most appropriate student growth goal as determined by their professional standards.
RIGOR and COMPARABILITY OF STUDENT GROWTH GOALS

Following are the assurances that all Student Growth Goals will meet the specified criteria for rigor and comparability:

(1) Rigor of Student Growth Goals: Rigor means congruency to the standards. In other words, the sources of evidence are defensible in terms of their suitability to allow students to meet or exceed the true intent of the standard being assessed. To ensure rigor, the district shall:

- Allow teachers to meet with their Professional Learning Community (PLC) when developing their goals. During the PLC, the teacher will share the data he/she used to develop the goal, identify the enduring skill, concept, or standard understanding, and determine the most appropriate assessment methods. Peers will then make suggestions for revisions in order to make goals comparable and rigorous. The following questions are recommended for PLC colleagues to discuss during the goal-setting process: (1) What is the enduring skill/concept being discussed? (2) What is the type of enduring skill or concept from this standard? Reference Classroom Assessment for Student Learning by Rick Stiggins (3) What type of assessment is being used to assess the enduring skill/concept? (4) Does the level of assessment match the rigor of the standard? (5) If it does not match, what needs to change? How can the assessment be improved?

- Utilize the state-designed Student Growth Rigor Rubric (Appendix I) when working with their PLC to analyze and adjust the goal as dictated by the rubric.

(2) Comparability of the Student Growth Goals: Comparability means that data generated from similar classrooms would be interpreted in a comparable way (i.e., the use of common success criteria/rubric, performance expectations/performance levels) with respect to the intent of the standard. Teachers will be provided a Student Growth Goal Assessment Chart (Appendix J) of district-approved data points for measuring student growth in each grade and content area. This may include: pre/post-test results, researched based assessments, performance events, and repeated measures. Teachers will work within their PLC and with the Student Growth Rigor/Comparability Rubric (Appendix I) to ensure their goals are rigorous and comparable.

- After the PLC peer review, the teacher will submit the goal to the principal for approval or revisions and to ensure both the elements of rigor and comparability are met. The Principal will meet with individual teachers to complete the process.

Student growth goals should be completed and reviewed within the first six (6) weeks of instruction, with a completion date by the first week of April. Teachers of nine week and semester classes will collaborate with their principal and set a goal within the first three weeks of the new term. The completion date may be adjusted by the Superintendent if school has been closed due to inclement weather.
PROCESS FOR DETERMINING STUDENT GROWTH

Teachers and OPGES personnel will set a student growth goal for **one (1) class or appropriate group.** The class selected will be a collaborative decision between the teacher and principal. The steps of the process are:

1. Select student growth goal class
2. Determine what enduring skill to write the goal around
3. Analyze student achievement data and determine proficiency baseline for that skill
4. Set end-of-year, semester, or appropriate time-bound proficiency goal
5. Determine assessment method
6. Develop assessment timeline to formatively track data and respond appropriately
7. Write SMART goal (The growth statement must state that all students will grow in skill attainment)

(A) Local Student Growth Goal Measures: Proficiency and Growth:

All teachers will utilize the following measure option(s) for rating Student Growth Goals as high, expected or low. Recommended assessment measures for measuring Student Growth Goals are listed in Appendix J. When recommended measures are not listed, the teacher and principal will determine the most appropriate assessment.

Lincoln County’s Student Growth Goal has two parts: proficiency and growth. Therefore, a teacher will receive two ratings for their Student Growth Goal (SGG). The chart below will be used to determine the rating for each.

<table>
<thead>
<tr>
<th>STUDENT GROWTH GOAL RUBRIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficiency/Growth Rating</strong></td>
</tr>
<tr>
<td>Low Growth</td>
</tr>
<tr>
<td>Expected Growth</td>
</tr>
<tr>
<td>High Growth</td>
</tr>
</tbody>
</table>

For example, Mrs. Jones, an 8th grade social studies teacher, has identified an enduring skill to build a student growth goal around. She states that 100% of her students in Block #2 will grow a minimum of one (1) performance level—that is the Growth Goal. After analyzing student scores, she discovers that the proficiency level for that enduring skill is 20%—that is the baseline—her starting point. She sets the goal to increase the proficiency rate from 20%-50% and writes the following goal:
In this school year, 100% of students in block two social studies class will increase a minimum of one (1) performance level in “evaluating the credibility of sources” and at least 50% of students will perform at an 80% proficiency level as measured by a teacher constructed growth rubric, pre and post tests, and multiple formative measures throughout the year.

The rubric with a built in range of + or – 10% would yield the student growth proficiency rating for this particular student growth proficiency goal:

- Low: 39% or below Proficiency rate
- Expected: 40% -50% Proficiency rate
- High: 51% or above Proficiency

At the conclusion of the year, all of Mrs. Jones’s students grew beyond the goal of one performance level and 75% of students scored at the proficient level on the enduring concept of “evaluating the credibility of sources.” What is Mrs. Jones’s overall student growth goal?

Once the two scores (proficiency and growth) have been determined, use the following matrix to establish an Overall Local Student Growth Goal Rating:

### Student Growth Goal Score Matrix

<table>
<thead>
<tr>
<th>Proficiency</th>
<th>High</th>
<th>Expected</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
</tr>
<tr>
<td>Expected</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>Expected</td>
<td>Expected</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Student Growth**

For those other professionals, preschool teachers, and alternative teachers that may not have a naturally occurring growth or proficiency goal, each individual will either develop a growth goal that measures some level of professional practice or adopt and mirror a goal set by the state or principal. All goals will be reviewed and approved by the individual’s immediate supervisor.
Section 3: Determining the Overall Performance Category: Applied during the full observation of the full summative cycle observation year

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of their summative evaluation year. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the four (4) Domains, district-developed rubrics, and student growth goal decision rules that establish a common understanding of performance thresholds to which all educators are held.

Step 1: Rating Professional Practice

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

Supervisors 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.

- Evaluators shall provide a summative rating for each domain based on the evidence and professional judgment. All ratings must be recorded in a district and / or state approved form or technology process.
- Apply State Decisions Rules for determining an educator’s Professional Practice Rating using the following table:

<table>
<thead>
<tr>
<th>SOURCES OF EVIDENCE TO INFORM PROFESSIONAL PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>REQUIRED</td>
</tr>
<tr>
<td>• Observation</td>
</tr>
<tr>
<td>• Student Voice</td>
</tr>
<tr>
<td>• Professional Growth Plans and Self Reflection</td>
</tr>
<tr>
<td>• Products of Practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DOMAIN RATINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMAIN 1: [I,D,A,E]</td>
</tr>
<tr>
<td>DOMAIN 2: [I,D,A,E]</td>
</tr>
<tr>
<td>DOMAIN 3: [I,D,A,E]</td>
</tr>
<tr>
<td>DOMAIN 4: [I,D,A,E]</td>
</tr>
</tbody>
</table>
Step 2: Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of *professional judgment* and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available).
(a) If a teacher does not qualify for a Student Growth Percentage (SGP) from state (not 4-8 ELA, Math), their Student Growth Goal (SGG) (local) will be their only Student Growth Goal (SGG) rating. You will proceed to Step 3 to determine the teacher’s overall performance level.

(b) If a teacher has a Student Growth Percentage from the state, KDE will supply the rating of Low, Expected or High. To determine that teacher’s overall Student Growth Rating, use the following matrix:

<table>
<thead>
<tr>
<th>Local Goal Rating</th>
<th>High</th>
<th>Expected</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
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<tr>
<td>Low</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
</tr>
</tbody>
</table>

State Goal Rating: (4-8 ELA/Math)

Overall Student Growth Goal Rationale for Teachers of Reading and Math Grades 4-8

- The district 50/50 evaluation committee intentionally designed the above rubric to provide the greatest possible benefit to those teachers accountable for both a state and local student growth goal. The committee believes it is not fair or equitable to hold only the reading and math teachers of grades four (4) through eight (8) to a standard not applicable to ALL teachers. Additionally, the rating derived from comparing the two data sources is not comparable because; (1) The state rating represents student growth data based upon students no longer in that teacher’s class—it constitutes a one year data lag in data; therefore, the teacher cannot impact the academic performance of these students, and; (2) the state “Student Growth Percentiles” (SGP’s) are determined by ranking students against their academic peer group across the state. Only 60% of students receive credit for having grown an acceptable amount. The classroom teacher cannot control if her/his students fall in the top 60% of their academic peers on the end of the year K-PREP assessment.

- Principals will systematically collect student growth goal data on a district-developed data collection tool designed specifically for longitudinal data collection purposes.
Multiple years of data (up to three years) will be used for ELA/Math teachers in grades 4-8 through application of the following decision-rules indicated in the table below. These values will be combined with the local growth goal calculation from the student growth/proficiency matrix.

<table>
<thead>
<tr>
<th>Local Growth Calculation From Matrix</th>
<th>Student Growth Combined MSGP Rating for 3 years*</th>
<th>Overall Student Growth Determination for Teachers in Grades 4-8 Reading and Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Low</td>
<td>Low</td>
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<td>Low</td>
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</table>

- If three years of data does not appear, the most recent year’s data will be used for the MSGP for those teachers in grades 4-8.

**Step 3: DETERMINE THE OVERALL PERFORMANCE CATEGORY**

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

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.

- Apply State Decision Rules for determining an educator’s Professional Practice rating.

- Use the following chart to determine the Overall Performance category of an evaluatee.

**Apply the following decision rules to determine the staff member’s overall performance category:**
Section 4: Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle will be determined using the chart below. (Appendix Chart W)

Section 5: Local Appeals

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel (LEAP). The responsibility of the Appeals Panel is to review and/or hear appeals from certified employees in reference to the employees’ summative evaluations. In accordance to KRS Chapter 156 and 704 KAR 3:345 and pursuant to Board Policy 03.18, any employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the district Evaluation Appeals Panel. Based on issues identified in an employee’s appeal documentation, the Panel shall determine whether the employee demonstrated that a procedural violation occurred under the District’s evaluation plan and whether the summative evaluation is supported by evidence.

Procedure: Board Policy 03.18

Election

The certified employees of the Lincoln County Public School District shall elect two (2) members to serve on the local appeals panel. [Intern teachers are not fully certified until the end of the internship] The two (2) certified staff members receiving the highest number of votes shall be the selected members. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. Alternates shall be used in the event a regular panel member cannot serve or in the event of a conflict of interest. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.
Terms
All terms of panel members and alternates shall be for three (3) years and run from September 1 to August 30. Members may be reappointed or reelected.

Chairperson
The chairperson of the panel shall be the certified employee appointed by the Superintendent.

Appeal to Panel
Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within ten (10) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee and may have representation of their choosing.

Appeal Form
The appeal shall be signed and in writing on a form prescribed by the District Evaluation Committee. (Located in Appeals Section of Appendix S) The form shall state that evaluation records may be presented to and reviewed by the panel.

Conflicts of Interests
No panel member shall serve on any appeal panel considering an appeal for which she or he was the evaluator. Whenever a panel member or a panel member’s immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. A panel member shall not hear an appeal filed by his/her immediate supervisor.

Burden of Proof
The certified employee appealing to the panel has the burden of proof. The evaluator may respond to any statements made by the employee and may present written records which support the summative evaluation.

Procedural Guidelines for Appeals Panel Hearing
Any certified employee who believes that she/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures. The purposes of this hearing are to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

- Both the evaluatee and evaluator shall submit four (4) copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.
- The evaluatee and evaluator will be notified of said time and invited to appear before the panel, respond to the appeal and to answer questions from the panel.
- Legal Counsel may be present during the hearing to represent either party. Written notice to involve counsel must be submitted in writing no less than three (3) days prior to that meeting.
- For official records the hearing will be audio taped and a copy provided to both parties if requested in writing.
• Only panel members, the evaluatee and evaluator, and legal counsel will be present at the hearing.
• Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.
• The following procedures will be followed during the hearing:
  a) Chairperson will convene hearing, cover procedures, and clarify the responsibility of the panel.
  b) Each party will be allowed to make a statement of claim. The evaluatee will begin.
  c) The panel can question the evaluatee and evaluator.
  d) Each party will be asked to make closing remarks.
  e) The chairperson of the panel will make closing remarks.

Panel Recommendations:
The panel shall deliberate and issue in writing a recommendation to the District Superintendent within fifteen (15) working days from the date an appeal is filed. In the case of appeals of evaluations conducted by the Superintendent, the panel shall report to the Board. The panel’s recommendation may include one of the following:
- Order a new evaluation by a second certified evaluator
- Uphold all parts of the original evaluation
- Void the original summative or any part of the summative from the personnel file

Superintendent
The Superintendent shall receive the panel’s recommendation and shall take such action as permitted by law, as she or he deems appropriate or necessary. The Superintendent may hold hearings and or order a new evaluation by a second certified evaluator as necessary. In the case of a new evaluation, both evaluations shall be included in the employee’s personnel file.

State Appeals Procedures
• 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 may appeal to the Kentucky Board of Education.
• The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel and not relative to a complaint involving the professional judgmental conclusion of an evaluation.
• The certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel no later than thirty (30) days after the final action or decision at the local district level. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for the appeal shall be submitted with this request.
• A brief, written statement and other documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
• A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
• A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.
### Sources of Evidence/Framework for Principal/Asst Principal Alignment

<table>
<thead>
<tr>
<th>Standards</th>
<th>Instructional Leadership</th>
<th>School Climate</th>
<th>Human Resources Management</th>
<th>Organizational Management</th>
<th>Communication and Community Relations</th>
<th>Professionalism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site Visits</td>
<td>Observation; District Identified Evidence (conferences)</td>
<td>Observation</td>
<td>District Identified Evidence (conferences)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Professional Growth</td>
<td>Professional Growth Planning and Self Reflection</td>
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<tr>
<td>Self-Reflection</td>
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<tr>
<td>Instructional Leadership</td>
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<td>School Climate</td>
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<td>Human Resources Management</td>
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<td>Organizational Management</td>
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<td>Communication and Community Relations</td>
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<tr>
<td>Professionalism</td>
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</tbody>
</table>

#### Sources of Evidence to Inform Professional Practice

- **Working Conditions Goal**
  - 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

- **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

**Notes:**
The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.
Article II: Professional Growth and Effectiveness System – Principal and Assistant Principal

The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth. The principal will be evaluated by the superintendent or his/her designee. The assistant principal(s) will be evaluated by the principal of their school. The superintendent will ensure that both the evaluator and the evaluatee have been oriented to this plan within the first thirty (30) days of the school year.

Section 1: Roles and Definitions

1. **Administrator**: Means an administrator whodevotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.

2. **Documentation**: Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.

3. **Corrective Action Plan**: A directed growth plan process that occurs when administrator professional practice rating is deemed developing or ineffective.

4. **Evaluator**: The immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.

5. **Evaluatee**: District/School personnel that are being evaluated.

6. **Intensive Corrective Action Plan**: A directed growth plan process that occurs when administrator professional practice rating is deemed ineffective and student growth is low.

7. **School Site Visits**: Provides information on a wide range of contributions made by principals. School site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.

8. **Professional Growth Plan**: An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator.

9. **Performance Levels**: General descriptors that indicate the principal’s performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
10. **Performance Rubrics**: A behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.

11. **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.

12. **Products of Practice**: Naturally occurring products related to the day to day work of principal leadership and learning.

13. **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.

14. **SMART Criteria**: Acronym used to develop a goal(s) Specific, Measurable, Appropriate, Realistic, and Time-Bound.

15. **Site Visit**: Methods by which superintendents may gain insight into whether principals are meeting the performance standards.

16. **Surveys**: Tools used to provide information to principals about perception of job performance.

17. **Val-Ed 360°**: An assessment that provides feedback of a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).

18. **VAL-ED Point of Contact**: Person selected at district and school level to assist in the facilitation of the VAL-ED 360 survey.

19. **TELL Kentucky**: A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school’s work environment.

20. **Working Conditions Goal**: Goal that connects the TELL KY data to the Principal Performance Standards and impacts working conditions within the school building.
Section 2: Principal Professional Growth and Effectiveness System Components – Overview and Summative Model

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

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

The Principal Performance Standards (Appendix K) 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 professional practice will be situated within one or more of the six (6) standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is “Accomplished,” but a good rule of thumb is that it is expected that a principal will “live in Accomplished but occasionally visit Exemplary”. 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, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360°
- Working Conditions Goal (Based on TELL KY)
- State and Local Student Growth Goal data
PRODUCTS OF PRACTICE

Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.

PROFESSIONAL PRACTICE

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

(A) Professional Growth Planning and Self-Reflection
(Completed by both the principal and assistant principal)

The Principal Professional Growth Plan Planning Template (Appendix L) 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. In collaboration with district administrators, principals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement.

Reflective practices and professional growth planning are iterative, ongoing processes. The principal (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 supervisor to develop a student growth goal, 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.

Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice on student growth and achievement. The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard.
All principals and assistant principals will participate in self-reflection and professional growth planning each year. The self-reflection and professional growth planning will be completed by September 30 of each school year.

**HEAD PRINCIPAL / PGP TIMELINE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>ACTION</th>
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<tbody>
<tr>
<td>August 1</td>
<td>Superintendent reviews the expectations of PPGES within 30 calendar days of reporting for work.</td>
</tr>
<tr>
<td>By September 30</td>
<td>Principal and Superintendent collaboratively develop student growth goal, working conditions and/or Val-ED goal, and PGP – Submitted and approved.</td>
</tr>
<tr>
<td>September –December 31</td>
<td>Superintendent conducts an initial site visit</td>
</tr>
<tr>
<td>By January 30</td>
<td>Superintendent conducts mid-year conference to reflect/review upon all goals and modify any strategies</td>
</tr>
<tr>
<td>By March 31</td>
<td>Completion of Val-ED or TELL Working Conditions Survey.</td>
</tr>
<tr>
<td>February –April 30</td>
<td>Superintendent conducts second observation/site visit</td>
</tr>
<tr>
<td>By June 30</td>
<td>Superintendent completes principal’s summative evaluation</td>
</tr>
</tbody>
</table>

(See detailed timeline in Appendix O)

The superintendent will initiate this process thirty (30) days after the hire date for all principals hired after August 1. Evidence will be recorded in CIITS/EDS and on board approved district forms.

**(B) Site-Visits**

Site visits are a method by which the superintendent may gain insight into the head principal’s practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal and will use the principal’s responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and unique challenges the school community has experienced in relation to school improvement. Site visits are conducted by the superintendent or designee. However, site visits are not conducted with district assistant principals. It is the responsibility of the head principal to provide training and guidance to the assistant principal(s) in achieving proficiency in the principal standards.
SITE-VISIT PROTOCOL

The first site visit by the superintendent or designee should occur between the dates of September 1—December 31 of the first semester of the school year. The second site visit should occur following the mid-year review between the dates of February 1—April 30 of the second semester. Site visits should have a minimum duration of one hour with a recommended half to full day. The purpose of site visits will be to collect documentation relating to each of the Principal Performance Standards and discuss various aspects of job performance. A detailed list of purpose and activities follows below. A conference between the superintendent and/or designee and the principal shall occur within 5 working days of each site visit. Feedback should include reference to the performance indicators and the principal’s reflections as documented on the Lincoln County Site Visit Documentation Form that each principal shall complete prior to the site visit as well as in the site-visit observation form located in CIITS. The supervisor will look for examples of behaviors and evidence that support a degree of effectiveness for that standard. (Appendix M – LC Principal Site Visit Documentation Form) Late hires in the first semester will adhere to the same site visit timelines. If a principal is hired in the second semester, the superintendent or designee will schedule two (2) site visits before April 30 to adhere to the required regulation.

CONFERENCING

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year. The purpose and actions are delineated below:

1. Beginning of the Year Conference—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 reflections of the Principal Performance Standards
   - Discuss and come to agreement on the Professional Growth Goal and Action Plan
   - Questions/Concerns/Comments
   - Set tentative date for Mid-Year Review

2. Mid-Year Conference—by January 30:
   - 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 End of Year Review

3. End of Year Review Conference—by May 30:
- 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
- Questions/Concerns/Comments

**VAL-ED 360°: (Only required for Head Principals)**

The VAL-ED 360° is an assessment that provides feedback on a principal’s learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. All teachers will participate in the Val-Ed 360°. The results of the survey will be included as a source of data to inform each principal’s professional practice rating. The Val-Ed survey will be administered in the spring semester of even numbered years: the years of Val-Ed survey administration alternate with the years that the TELL survey is administered. Principals are responsible for setting a two (2) year School Leadership Goal that is based on the most recent Val-Ed survey results. Results of the Val-Ed survey provide feedback to principals that incorporate the input of critical members of the school’s professional community. When the principal receives the report with the results of the assessment, he/she will analyze the report and compare his/her own ratings on each of the core components/key processes against the ratings given by the teachers and supervisors. In this way, the principal can get informative feedback about the leadership behaviors in which he/she is excelling and the behaviors on which more work is needed. A measurable goal will be written and included in the principal’s professional growth plan.

**POINT OF CONTACT**

The District Assessment Coordinator and the district efficiency coordinator will be the district points of contact for overseeing, administering, and monitoring the Val-Ed process—including the distribution of hard copy “letters” to each school’s VAL-ED Coordinator. This letter contains a secure code for participants to access the online survey. Teacher’s survey responses are anonymous and the district/principal does not have access to individual teacher responses. This is supported by the use of individual access codes distributed in a random manner by individuals other than the building principal. Itinerant teachers may complete a survey for all schools to which they are assigned. The District points of contact will develop the administration protocol and provide technical assistance to the school facilitator. Val-Ed survey results will be used to reflect upon professional practice for the purpose of self-improvement and professional growth. Only the person being evaluated and the superintendent/designee will have access to the results of the Val-Ed Survey.

(C) Val-Ed Conditions Goal Protocol: (Not Completed by Assistant Principals)

Connecting Val-Ed data to principal performance involves building the capacity for principals to interpret and use this survey data to set a target goal that improves the
principal’s leadership capacity, enhance professional performance, and positively impact school culture and student success. Principals are responsible for setting a two (2) year School Leadership Goal that is based on the most recent Val-Ed survey results.

After receiving the results of the Val-Ed Survey, each principal shall review the data with the superintendent or designee and develop a minimum of one, two year School Leadership Goal based on the need as revealed in the survey analysis. The following goals: Reflective Practice, Student Growth, Tell KY Working Conditions Growth and Professional Growth Goals will be recorded on the LC Reflective Practice and PGP Planning Template. (Appendix N) The principal shall utilize possible evidence from the Val-Ed results to inform the status of his/her leadership capacity and develop a next step improvement planning action plan reflected in his/her PGP. Any principal hired in the fall semester will participate in the VAL-ED survey; however, any principal hired in the second semester or within sixty (60) days of the VAL-ED survey window will not participate in the survey. Sufficient leadership evidence would not exist to validate any survey results.

PLANNING STEPS

1. Principals will identify a Val-Ed survey question that indicates a need for growth and consider other Val-Ed survey questions with similar results.

2. Once identified, the principal will connect these questions to one or more of the Principal Performance Standards.

3. The principal will develop a measureable two-year Val-Ed Growth Goal that will identify a measureable target.

4. The principal will design an action plan that will identify and prioritize the steps that the principal will take to accomplish the established goal.

5. Bi-Annual (every other year) anonymous staff surveys will be administered to monitor progress of the School Leadership Goal.

6. To ensure goal attainment and monitor progress, on-going reflection and modification of the action plan strategies will occur as needed.

The following rubric shall be used to determine the attainment of the School Leadership Goal and will use the categories of Ineffective, Developing, Accomplished, and Exemplary. The rating scale for the rubric contains two criteria per performance level: the fidelity in which the principal conducts the action plan— as evidenced by documentation— and the measureable results of the survey results which reflect growth in a range of + or -10%.

For example, a principal has identified a school leadership area and has set the goal to increase the response rate of an identified area/question from 21%-50%. The rubric with a built in range of + or – 10% would be the following:
• Exemplary: Above 55% Agreement
• Accomplished: 45% - 55% Agreement on the question
• Developing: 22% - 44% Agreement
• Ineffective: 21% or below Agreement

**VAL-ED School Leadership Goal Rubric**

<table>
<thead>
<tr>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>* The principal did not implement or partially implemented the action plan strategies. * The VAL-ED survey results fell below the original baseline goal.</td>
<td>* The principal implemented the action plan strategies. * The VAL-ED survey results did not reach the goal.</td>
<td>* The principal implemented the action plan strategies. * The VAL-ED survey goal was achieved.</td>
<td>* The principal implemented/exceeded the action plan strategies. * The VAL-ED survey goal surpassed + 5% of the goal.</td>
</tr>
</tbody>
</table>

**TELL KENTUCKY: (Goal Inherited by Assistant Principals)**

**(D) Working Conditions Goal Protocol**

After receiving the results of the TELL Kentucky Survey, each principal shall review the data with the superintendent and/or designee and develop a minimum of one, two-year Working Conditions Goal based on the need revealed in the survey analysis. The goal will be recorded on the district *Lincoln County Reflective Practice and Professional Growth Planning Template.* (Appendix N) The principal shall utilize possible evidence from the Val-Ed results to inform status of the Working Conditions Goal.

1. Principals will identify a TELL survey question that indicates a need for growth and consider other TELL survey questions with similar results.
2. Once identified, the principal will connect these questions to one or more of the Principal Performance Standards.
3. The principal will develop a measureable two-year Working Conditions Growth Goal.
4. The principal will design an action plan that will identify and prioritize the steps that the principal will take to accomplish the established goal.
5. Bi-Annual (every other year) anonymous staff surveys will be administered to monitor progress of the Scholl Leadership Goal.
6. To ensure goal attainment and monitor progress, on-going reflection and modification of the action plan strategies will occur as needed.

The ensure understanding and protocol consistency, the same decision rules used to measure the attainment of Val-Ed survey goals will be used to measure attainment of the Working Conditions (TELL) goal by using the categories of Ineffective, Developing, Accomplished, and Exemplary. The rating scale for the rubric contains two criteria per
performance level: the fidelity in which the principal conducts the action plan— as evidenced by documentation— and the measureable results of the survey results which reflect growth in a range of + or -10%. An “Accomplished” rating results in goal attainment of + or -10% of the expected goal outcome. To achieve “Exemplary” the goal must be to exceed the accomplished range. The following rubric shall be used for rating the goal’s effectiveness.

**TELL Kentucky Working Conditions Goal Rubric**

<table>
<thead>
<tr>
<th></th>
<th>INEFFECTIVE</th>
<th>DEVELOPING</th>
<th>ACCOMPLISHED</th>
<th>EXEMPLARY</th>
</tr>
</thead>
</table>
|            | * The principal did not implement or partially implemented the action plan strategies.  
* The TELL survey results fell below the original baseline goal. | * The principal implemented the action plan strategies.  
* The TELL survey results did not reach the goal. | * The principal implemented the action plan strategies.  
* The TELL survey goal was achieved. | * The principal implemented/exceeded the action plan strategies.  
* The TELL survey goal surpassed + 5% of the goal. |

**(E) Mid-Point Review**

The mid-year review (Appendix P) will be held by January 31. This formative conference will include a review of the student growth goal, professional growth plan, Val-Ed or Working Conditions Goal, formative and summative data, and associated evidence and be recorded on the district-approved form referenced above.

**(F) Products of Practice/Other Sources of Evidence**

Principals may provide additional sources of evidence to support assessment of their own professional practice. Additional evidence provided in support of principal practice may include items from the following list (not an exhaustive list):

- 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
- Various student assessment results
Assistant Principal Requirements

1. Assistant Principals will be evaluated annually by the school principal.
2. Assistant Principals will complete an annual Professional Growth Plan.
3. Assistant Principals will be rated on the Principal Performance Standards by the principal annually.
4. Assistant Principals will participate in a mid-year formative review conducted by the principal each year.
5. Assistant Principals will adopt the student growth goals of the principal and work with the principal to achieve the goals.
6. Assistant Principals will inherit the Working Conditions Goal of the principal and work with the principal to achieve the goal.
7. Assistant Principals will use the same summative model as the PPGES which incorporates Professional Practice and Student Growth; however, they will not complete VAL-ED.

STUDENT GROWTH

The following sections provide a detailed overview of the various sources of evidence used to inform Student Growth Ratings. At least one (1) of the Student Growth Goals set by the Principal must address gap populations. Assistant Principals will inherit the SGG (both state and local contributions) of the Principal.

(A) State Contribution – ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory (Goal inherited by Assistant Principal)

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

The State Contribution is derived from Growth Goals developed around one of the interim targets housed in ASSIST. The Kentucky Board of Education has established that each school, based on the grade-levels served, must address particular student growth goals
and objectives; for all four levels—elementary, middle, and high schools—those goals/objectives are:

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

Middle and High Schools must also address:

- Increasing the percentage of College and Career Ready students
- Increasing the average percentage of freshman graduation in each cohort group

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. The principal will then collaborate with the superintendent to determine what percentage of the overall trajectory will be targeted for student growth during the CURRENT school year. For example, if the original goal and trajectory is to decrease the achievement gap from a 2012 percentage of 45 to 15 percent by 2017, the principal and superintendent may decide to simply divide the 30 percent difference evenly and set an objective of decreasing the achievement gap in the 2014-2015 school year by 6 percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent.

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. The principal may use student achievement performance data, researched based assessments, pre/post-test data, or repeated measures data when giving interim trajectory predictions for growth. The principal will report at the mid-year review their predicted State Contribution Goal.

**(B) Local Contribution – Based on School Need: (Goal inherited by Assistant Principal)**

The local goal for Student Growth should be based on school need. It may be developed to parallel the State Contribution or it may be developed with a different focus. Each principal will be required to develop one (1) Local Growth Goal. Either the State Next Generation Learners Goal or the Local Contribution Goal must be based on Gap population. The process for setting the Local Growth goal includes the following steps:

- 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
One or both goals must address the gap. If the school does not receive state level data, the principal will construct two (2) local student growth goals.

**RUBRIC FOR DETERMINING HIGH, EXPECTED, AND LOW GROWTH FOR BOTH STATE AND LOCAL STUDENT GROWTH GOALS**

The principal, in collaboration with the Superintendent, determines the appropriate student growth goals based upon analysis of data and pre-determined goals as set by the Kentucky Department of Education. Following the establishment of those goals, the district evaluation committee adopted the following rubric and decision rules to determine what defined high, expected, and low student growth goal attainment.

**STUDENT GROWTH GOAL DECISION RULES**

<table>
<thead>
<tr>
<th>Growth/Proficiency Rating</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low</td>
<td>Results fall below 5 percentage points of the Student Growth Goal</td>
</tr>
<tr>
<td>Expected</td>
<td>Results meet or are within +/-5 percentage points of the Student Growth Goal</td>
</tr>
<tr>
<td>High</td>
<td>Results exceed 5 percentage points of the Student Growth Goal</td>
</tr>
</tbody>
</table>

**STUDENT GROWTH PRINCIPAL GOAL MATRIX**

Overall Student Growth (combining local and state)

<table>
<thead>
<tr>
<th>Local Goal Rating</th>
<th>High</th>
<th>Expected</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
</tr>
<tr>
<td>Expected</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
</tr>
</tbody>
</table>

**State Goal Rating: (4-8 ELA/Math)**
Section 3: Determining the Overall Performance Category

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

(A) Rating Professional Practice

The Kentucky Principal Performance Standards (Appendix K) stand as the critical rubric for providing principals and evaluators with concrete descriptions of practice associated with specific standards. Each standard describes a behavior or related set of behaviors that principals and evaluators can prioritize for evidence-gathering, feedback, and eventually evaluation decisions. Evaluators will organize and analyze evidence for each individual principal based on these concrete descriptions of practice.

Evaluators (Superintendent and/or designee) and principals 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 standard at the culmination of an educator’s cycle. Each standard shall be rated by the superintendent or designee by June 30 of each year on the district approved forms and technology processes and in the KDE approved technology platform.

Using the sources of evidence for principals/assistant principals, the superintendent or designee will use the following decision rules as well as professional judgment to determine an overall rating of professional practice. (Timelines for rating professional practice are so noted in Appendix O.) Additionally, the evaluator will use the following decision rules for determining the Professional Practice Category: and record in the department approved technology platform:
Professional Practice Decision Rules
CRITERIA FOR DETERMINING A PRINCIPAL OR ASSISTANT PRINCIPAL’S PROFESSIONAL PRACTICE RATING

<table>
<thead>
<tr>
<th>IF.....</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal or Assistant Principal is rated Exemplary in at least four (4) of the standards and no standard is rated Developing or Ineffective</td>
<td>Professional Practice Rating Shall be Exemplary</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Accomplished in at least four (4) standards and no standards is rated Ineffective</td>
<td>Professional Practice Rating Shall be Accomplished</td>
</tr>
<tr>
<td>Principal or Assistant Principal is Rated Developing in at least five (5) standards</td>
<td>Professional Practice Rating Shall be Developing</td>
</tr>
<tr>
<td>Principal or Assistant Principal is Rated Ineffective in two (2) or more standards</td>
<td>Professional Practice Rating Shall be Ineffective</td>
</tr>
</tbody>
</table>

Additional Decision Rules:

| A principal has any “Ineffective” ratings                          | CANNOT be rated as “Exemplary”                                         |
| A principal has any “Developing” ratings                          | CANNOT be rated as “Exemplary”                                         |
| A principal has any “Ineffective” ratings                          | CANNOT be rated as “Accomplished”                                       |

(B) Overall Student Growth Rating

Overall Student Growth Rating results from a combination of professional judgment and the application of the district-developed decision rules instrument noted below. The rubric 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. When available, three years of trend data should be used. Principals will be provided more than one year to put structures and processes in place to impact student achievement and improve student growth ratings. All ratings will be recorded on the district approved forms and technology processes and the KDE department approved technology platform.

Using ratings obtained from the individual state and local growth goals, the principal evaluator will use the following district-developed and approved chart to determine an Overall Student Growth Rating:
Overall Student Growth (Combining Local and State) Rubric

<table>
<thead>
<tr>
<th>Local Goal Rating</th>
<th>Expected</th>
<th>High</th>
<th>High</th>
<th>Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>High</td>
<td>Expected</td>
<td>Expected</td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
<td></td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>Expected</td>
<td>Low</td>
<td></td>
</tr>
</tbody>
</table>

State Goal Rating
(C) Determining the Overall Performance Category

A principal’s Overall Performance Category is determined by the Kentucky Department of Education’s decision rules as denoted below. This determination is a combination of the professional practice rating—derived from the principal’s ratings on each standard—along with the student growth rating result.

**PRINCIPAL OVERALL PERFORMANCE RATING RUBRIC**

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE RATING</th>
<th>STUDENT GROWTH RATING</th>
<th>OVERALL PERFORMANCE CATEGORY</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXEMPLARY</td>
<td>High OR Expected</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>ACCOMPLISHED</td>
<td>High</td>
<td>Exemplary</td>
</tr>
<tr>
<td></td>
<td>Expected</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>Low</td>
<td>Developing</td>
</tr>
<tr>
<td>DEVELOPING</td>
<td>High</td>
<td>Accomplished</td>
</tr>
<tr>
<td></td>
<td>Low OR Expected</td>
<td>Developing</td>
</tr>
<tr>
<td>INEFFECTIVE</td>
<td>Low, Expected, OR High</td>
<td>Ineffective</td>
</tr>
</tbody>
</table>

A principal’s summative rating(s) will be recorded on the aforementioned district approved forms and technology processes along with the Kentucky of Education’s approved technology platform.
(D) Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, supervisors will determine the type of Professional Growth Plan required of the principal. The superintendent will reference the following chart to determine the type of growth plan that the administrator must develop.

**KENTUCKY PROFESSIONAL GROWTH PLAN MODEL FOR PRINCIPALS AND ASSISTANT PRINCIPALS**

<table>
<thead>
<tr>
<th>Professional Practice Rating</th>
<th>Exemplary</th>
<th>Accomplished</th>
<th>Developing</th>
<th>Ineffective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Shall have a minimum of an enrichment Professional Growth Plan Developed by <em>Evaluatee</em> in collaboration with supervisor</td>
<td></td>
<td>Shall have a minimum of an enrichment Professional Growth Plan Developed by <em>Evaluatee</em></td>
<td>Shall have a minimum of an Intensive Corrective Action Plan (I-CAP) developed by <em>Evaluator</em></td>
</tr>
<tr>
<td>Accomplished</td>
<td></td>
<td>Shall have a minimum of a <strong>Corrective Action Plan</strong> Developed by <em>Evaluatee</em> as directed by Evaluator</td>
<td></td>
<td>Shall have a minimum of a <strong>Corrective or Intensive Correction Action Plan</strong> developed by <em>Evaluator</em></td>
</tr>
<tr>
<td>Developing</td>
<td>Shall have a minimum of a <strong>Corrective Action Plan</strong> Developed by <em>Evaluatee</em> as directed by Evaluator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ineffective</td>
<td>Shall have a minimum of an <strong>Intensive Corrective Action Plan (I-CAP)</strong> developed by <em>Evaluator</em></td>
<td>Shall have a minimum of a <strong>Corrective or Intensive Correction Action Plan</strong> developed by <em>Evaluator</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Student Growth Rating**

- Low Growth
- Expected Growth
- High Growth
(E) Principal PGES Cycle
The following chart shows the required components for principals and assistant principals over the two year process. All principals and assistant principals will be evaluated every year.

Two Year Cycle of the PPGES

- **Administer Summative Val-Ed**
- **Administer Formative Val-Ed**
- **Site-Visit by Superintendent**
- **Mid-Year Review with Superintendent**
- **Year One (1)**
- **Year Two (2)**
- **End-of-Year Review with Superintendent**
- **Review Accountability and ASSIST Goal Results & Set SGG/PGP/Working Conditions 2-year Goal**
- **Review Accountability and ASSIST Goal Results & Set SGG/PGP & Update Working Conditions 2-year Goal**

OPGES – Other Professionals Growth and Effectiveness System:

OPGES district personnel will be fully included in the PGES process beginning in the 2015-2016 school year. Evaluation instruments that most accurately reflect each individual’s respective job duties, responsibilities as well as the applicable professional standards shall be used with the “Other” professionals, e.g. Counselors, Media Specialists/Librarians, Academic Program Consultants, and Speech Language Pathologists. In addition, each of the five teacher effectiveness components of the PGES system (self-reflection, professional growth planning, student growth, student voice, and mini-/peer observations when applicable) will be fully implemented for evaluation and personnel decisions. Other certified professionals not included in the program will be evaluated using the evaluation instruments developed by the district evaluation 50-50 committee. These evaluation tools and OPGES Frameworks are located in Appendix X.

District Administrator Evaluations

District administrator personnel will be evaluated using the previously developed and approved evaluation instruments in the 2015-2016 school year. These forms are located in Appendix Y.