

TODD COUNTY CERTIFIED EVALUATION PLAN INCORPORATING PGES

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May 8, 2017

*The Mission of **Todd County Schools** is
Teaching, Caring and Serving*

***Teaching** all students from a rigorous and aligned curriculum.*

***Caring** by building positive mentoring relationships with all students*

***Serving** by using varied, research-based instructional strategies that make learning relevant to the needs of our students and the community.*

ASSURANCES CERTIFIED EVALUATION PLAN

The Todd County School District hereby assures the Kentucky Commissioner of Education as follows:

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

All evaluations will be in writing on evaluation forms and in accordance with these policies and procedures which have been written in accordance with KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified employees annually within one month of reporting for employment. This will 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 will develop an Individual Professional Growth Plan (IGP) that will be aligned with the school/district improvement plan(s) and comply with any requirements of KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370. The IGP will be reviewed annually.

All administrators, to include 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 in accordance with KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370 and the use of local instruments and procedures.

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

Each evaluatee will be given a copy of his/her summative evaluation and the summative evaluation will be filed in his/her official personnel file.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the District 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.

ASSURANCES CERTIFIED EVALUATION PLAN

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

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

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

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

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on June 12, 2017.

Wayne Benningfield
Signature of District Superintendent

6/12/2017
Date

Matthew
Signature of Chairperson, Board of Education

6/12/2017
Date

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Rationale for Developing the Todd County Evaluation Plan

The reform and accountability movement in the field of education, that germinated from No Child Left Behind (NCLB) legislation and that has been further propagated by the initiative, Race to the Top (RTTT), has included and expanded the methods by which teachers are and will be evaluated. The Race to the Top initiative was competitive. For states to be eligible to be considered for RTTT funds the educational systems of those states had to meet certain criteria. One of the criteria was teacher evaluation. The RTTT initiative demands that teacher evaluations be “linked to student achievement,” according to SREB author, A. Dixon, in the article, *Focus on Teacher Reform Legislation in SREB States: Evaluation Policies*. Through studies and research, specifically, the Measures of Effective Teaching (MET) project funded by the Bill and Melinda Gates Foundation, evaluations have been examined and explored. The findings from the MET project are closely aligned and similar to the Danielson Method of measuring teacher effectiveness. Kentucky has developed a new evaluation system, Professional Growth Effectiveness System (PGES), based on the work of the MET project and Charlotte Danielson. The PGES system will be used for all certified classroom teachers, principals, assistant principals and other professionals.

Todd County Schools' Certified Evaluation Plan PROCESS AND PROCEDURES

Based on the premise that all individuals are capable of improvement, evaluation in the Todd County School District is a constructive, cooperative, continuous process designed for the improvement of the total educational program and staff for the benefit of all pupils. A committee made up of four administrators and four teachers developed this Certified Evaluation Plan.

This plan will be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment for each school year. Amendments approved by the Kentucky Department of Education to local systems of certified personnel evaluation that occur after the end of the certified employee's first school month will not apply to the employee until the following school year. Each certified employee below the level of superintendent will be evaluated on the standards and performance criteria found herein by evaluators who have been trained, tested, and approved as evaluators by the Kentucky Department of Education through the initial training process. Each evaluator will complete twelve hours of additional training every two years to continue approval as an evaluator. Evaluators will use the forms (hard copy or electronic) adopted by the district and approved by the Kentucky Department of Education and available through the district office or any principal's office. Evaluators are trained and qualified in accordance with KRS 156.557, 704 KAR 3:345, and 704 KAR 3:370.

The evaluatee's immediate supervisor will be the primary evaluator. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator. If requested by the evaluatee, observations by a peer trained in the same content area or by curriculum content specialists will be provided. The selection of this third party observer will, if possible, be determined through mutual agreement by the evaluator and the evaluatee. An evaluatee who exercises this option will do so, in writing to the evaluator, by no later than February 15th of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator will select the third party observer.

Monitoring and/or observations of performance will be conducted openly and with the full knowledge of the evaluatee. Evaluations below the level of superintendent will be in writing on an approved evaluation form and become a part of the evaluatee's official personnel record. The observations will include documentation of information to be used in determining the performance of the evaluatee. The evaluation plan will provide an opportunity for a written response by the evaluatee and the response will become a part of the official personnel record. Each evaluatee will receive a copy of the evaluation.

Administrators will be evaluated annually. Certified staff holding an administrative role in the district (i.e., Director of Special Education, Instructional Supervisor, Principal, Assistant Principal, Assistant Superintendent) and holding administrative certification issued by the Kentucky Education Professional Standards Board will be evaluated as an administrator. The Superintendent will be evaluated annually by the Todd County Board of Education. The Superintendent's evaluation process will be developed and adopted by the Todd County Board of Education.

The evaluatee and evaluator will complete a Pre-Observation Form prior to a classroom observation visit as a means for the evaluator and evaluatee to discuss what is to be taught. A conference between the evaluator and the person evaluated will occur within five working days following each classroom observation. Formative data collected during the Kentucky Teacher Internship Program may be utilized in the summative evaluation of the intern. Data will be transferred to district approved forms. Informal observations will also be used as a part of the evaluative process and can occur at any time the evaluator observes the evaluatee in the performance of his/her duties. Data collected by the evaluator relevant to the evaluatee may also be utilized in the evaluation process.

The summative evaluation of the evaluatee will be conducted at the end of the evaluation cycle and includes all data collected during the formative phase. A summative conference will be held to discuss the performance indicated on the summative instrument. The evaluatee will be provided an opportunity for a written response and a copy of the summative instrument. A copy of the summative evaluation and the Individual Professional Growth Plan, explained more thoroughly in the following paragraph, will be forwarded to the district office. Summative evaluations will occur yearly for each non-tenured certified employee, every administrator, and any tenured employee whose observation results were previously unsatisfactory. Summative evaluation will occur a minimum of once every three-year period for each tenured teacher who had previously satisfactory observation results.

All certified staff will develop an Individual Professional Growth Plan, which is aligned with the goals and missions of the school/district. The Individual Professional Growth Plan will be reviewed annually to determine if it has been achieved or needs to be revised or continued. The evaluatee has the responsibility for developing the plan with the assistance of the evaluator.

All certified staff will develop and maintain a Professional File in CIITS as an extension of the evaluation process. The Professional File will assist with the collection of specific productions and behaviors beyond the formal classroom observations such as student assessment data, extra-curricular activities, professional development, leadership, and school-home connections.

It is the intent of the District that all certified employees meet the District's standards to continue their employment. In the case of non-tenured employees the evaluator should not recommend the employee for tenure unless the employee meets the District's standards in all categories. In the case of tenured certified employees it is expected that the employee will meet the District's standards in all categories.

A Corrective Action Plan will be developed by the evaluator to address specific concerns in employee performance. This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "does not meet rating" on any one Standard or more from the Summative Evaluation. However, a Corrective Action Plan may be developed at any time the evaluator needs to address a specific concern in an employee's performance. Once the corrective action plan has been implemented, there will be more frequent monitoring by the evaluator and specific assistance provided to improve performance. The employee will move back into the Individual Professional Growth Plan Cycle, when the concern has been corrected.

If there is no improvement with a corrective action plan, the evaluator may choose to implement an Assistance Team to work specifically with the evaluatee in a non-

evaluative role to provide additional help. Members of the Assistance Team will include the primary evaluator, the instructional supervisor, and a colleague who is knowledgeable of the content area of the employee requiring assistance. An employee who is assigned an Assistance Team will be informed that if the standard is not met, the district may choose to terminate the employment of the teacher or administrator. Evaluatees have appeal rights as explained in Appendix E .

SCHEDULE OF EVALUATION

1. No later than the end of the first month of reporting for employment, each certified employee will be provided a copy of the form on which he or she will be evaluated and the process and criteria will be discussed.
2. Non-tenured teachers and other non-tenured professionals will be evaluated annually.
3. Non-tenured teachers and other non-tenured professionals will receive at least four formal observations (three partial and one full, following the progressive 3&1 model) annually. The first observation will be before November 1st and the last observation before April 1st.
4. Tenured personnel, other than administrators, will be evaluated every three years or at the discretion of the supervisor.
5. All administrators will be evaluated annually.
6. The Superintendent will be evaluated annually by the Todd County Board of Education.
7. All certified personnel may request an additional observation by a third party. This request must be in writing to the employee's direct supervisor by February 15th.
8. The mid year review based on principal discretion will be completed by January 31st.
9. All Summative Evaluations will be completed and submitted to the Todd County Board of Education by May 1st.
10. In the event the first observation of a tenured employee is unsatisfactory, at least one additional observation must be completed.
11. All certified personnel will complete or review his or her previously completed growth plan annually. The individual growth plan will be aligned with the school improvement and professional development plans. The employee's immediate supervisor will be responsible for the evaluation of the growth plan.
12. A copy of the evaluation will be provided to the evaluatee.
13. The evaluatee has 5 working days to give a written response regarding the evaluation, if so desired.
14. The superintendent may extend observation/evaluation timelines at his/her discretion.

Categories of Decisions

CERTIFIED TEACHERS

**Teacher Professional Growth and Effectiveness System
(TPGES)**

Professional Growth and Effectiveness SYSTEM (PGES) Plan

I. PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM OVERVIEW

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of various steering committees, has designed, developed, field tested and piloted a new statewide evaluation plan referred to as the 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

These 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, and/or are 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.

The vision for the 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.

Under PGES, evaluatees will be rated according to four performance levels: **Ineffective, Developing, Accomplished, and Exemplary**. The performance rating will be determined by compiling the evaluatee's professional practice rating and the student growth rating, which will each be explained more thoroughly in turn.

Evaluators must use the following Required Sources of Evidence in determining overall ratings:

- Professional Growth Planning and Self-Reflection(discretion of school Administration)
- Observation

- Other Measures of Student Learning possible examples (Post-Secondary readiness test, STAR, Brigance, etc.)
- Products of Practice
- Walk-throughs
- Other Sources (e.g., surveys)

All components and sources of evidence related to supporting an educator's professional practice will be completed and recorded in the Educator Development Suite (EDS) housed within the Continuous Instructional Improvement Technology System (CIITS).

II. PROFESSIONAL PRACTICE RATING

The professional practice rating is determined using the performance criteria outlined in KRS 156.557 and the Kentucky Framework for Teaching as specified in 704 KAR 3:370.

A. KRS 156.557(4)

The performance criteria by which teachers and administrators shall be evaluated shall include but not limited to:

- Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;**
- Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research –based instructional practices, or school management skills based on validated managerial practices;**
- Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;**
- Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;**
- Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;**
- Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;**
- Demonstration of the effective use of resources, including technology;**
- Demonstration of professional growth;**
- Adherence to the professional code of ethics; and**
- Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs a to j of this subsection.**

III. THE KENTUCKY FRAMEWORK FOR TEACHING

The Framework for Teaching is designed to support student achievement and professional practice through the domains of:

Framework for Teaching

Planning and Preparation
Classroom Environment
Instruction
Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation
Environment
Instruction/Delivery of Service
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 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.

A. Required Sources of Evidence to Inform Professional Practice

1. Professional Growth Planning and Self-Reflection
2. Observation(full, mini and peer)

SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

| FRAMEWORK for TEACHING (FFT) | | Domain | Planning & Preparation | | | | | Classroom Environment | | | | Instruction | | | | Professional Responsibilities | | | | | | | | |
|--|--|------------------------|--|--------------------------------------|------------------------------------|--|-----------------------------------|----------------------------------|---------------------------------------|----------------------------------|-----------------------------------|------------------------------|------------------------------|--------------------------------|--|----------------------------------|-------------------------------------|---|---------------------------|---------------------------------|--------------------------------|---|--|----------------------------|
| | | Component | 1a -Knowledge of content/pedagogy | 1b-Demonstrate knowledge of students | 1c- Setting Instructional Outcomes | 1d-Demonstrates knowledge of resources | 1e-Designing Coherent Instruction | 1f- Designing Student Assessment | 2a-Creating Env. of Respect & Rapport | 2b-Establish Culture of Learning | 2c-Maintaina Classroom Procedures | 2d-Managing Student Behavior | 2e-Organizing Physical Space | 3a-Communicating with Students | 3b-Questioning & Discussion Techniques | 3c-Engaging Students in Learning | 3d-Using Assessment in Learning | 3e-Demonstrating Flexibility & Responsive | 4a-Reflecting On Teaching | 4b-Maintaining Accurate Records | 4c-Communicating With Families | 4d-Participating in Profess. Learning Comm. | 4e-Growing & Developing Professionally | 4f-Showing Professionalism |
| SOURCES OF EVIDENCE To Inform Professional Practice | | Supervisor Observation | Evidence (pre and post conferences) | | | | | Observation | | | | | | | | | Evidence (pre and post conferences) | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | |
| | | Professional Growth | Professional Growth Planning and Self Reflection | | | | | | | | | | | | | | | | | | | | | |
| | | Self-Reflection | | | | | | | | | | | | | | | | | | | | | | |
| | | Peer Observation | | | | | | | Observation | | | | | | | | | | | | | | | |

Professional Practice

1. Professional Growth Planning and Self-Reflection

Each evaluatee will be required to develop his or her own Individual Professional Growth Plan, with the aid and assistance of his or her evaluator, to be used as one source of evidence in determining the professional practice rating. The Individual Professional Growth Plan must address realistic, focused, and measurable professional goals, which align with the school/district Improvement Plan. The plan will connect data from multiple sources including observation feedback and professional growth needs identified through self-assessment and reflection. In collaboration with the administrators, teachers and other professionals will identify explicit goals which will drive the focus of professional growth activities, support, and on-going reflection.

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

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers and other professionals will document self-reflection and professional growth planning in CIITS.
- To monitor this process, all teachers and other professionals will submit Professional Growth Planning and Self-Reflection for approval by building principals within the first nine weeks of school.
- Late hires must complete the process within 45 days of employment.
- Mid year reviews are not required for new hires after October 15th.
- Principal will conduct and document mid year review by January 31st. (Principal discretion may be used for the type of mid-year review completed.)
- During the last nine weeks of school, teachers will submit to administration a summative reflection on the degree of goal attainment and next steps to be implemented.

2. Observation Model

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 inform a summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial

atmosphere. No ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

a. Observation Model For Tenured Teachers and Other Professionals

- Four (4) observations in the three-year summative cycle. A minimum of 3 observations conducted by the supervisor and 1 observation conducted by the peer.
- Peer observation may occur during any evaluation cycle.
- Final observation is conducted by the supervisor and is a full observation.
- Mid year review based on principal discretion and conducted by January 31st.
- For some categories for other professionals, observations may look like a workplace visit to meet the confidentiality needs of their work.
- All observations must be documented in CIITS.
- When observation results yield an ineffective determination, additional observations will be required as determined by the administrator.

b. Observation Model For Non-tenured teachers and Other Professionals

- One full observation by the supervisor that is the final observation consisting of a full class or lesson observation.
- Three partial observations with one being by the peer observation.
 - The partial observations will be approximately 20 to 30 minutes in duration each.
 - The observer will make a note of the components observed in the partial observation in order to identify items to look for in the next partial observation session.
- Mid year review based on principal discretion and conducted by January 31st
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

c. Observation Conferencing

Observers will adhere to the following observation conferencing requirements for both partial and full observations:

- Pre-conferences for supervisor observations will be conducted within five (5) instructional days prior to the observation.
- Post-observation conferences for all observations will be conducted within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle, and shall include all data applicable for Professional Growth and effectiveness.

Full and Partial Observation:

- The administrator may determine that the pre-conference may be conducted through electronic, written, or personal correspondence on full and partial evaluations. The post-observation conference will be done in person.

d. Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- Late hires will follow the non-tenured observation timelines schedule dependent upon their start date.
- Teachers or other professional evaluatees who do not report to work sixty (60) or more consecutive school days shall not be observed during that respective observation window.
- Observations must be completed by April 1st.
- The deadline for completing summative evaluations for non-tenured teachers or teachers on an improvement/correction plan and submitting them to the Todd County Board of Education will be May 1st.

Non-Tenured Timeline:

- 1st Observation: Begins after the evaluation training
- 2nd Observation: Begins November 1st
- 3rd Observation: Begins December 15th
- 4th Observation (Full Observation): Begins February 15th

Tenured Timeline:

- Observation Cycle begins after the evaluation training takes place within 30 calendar days of reporting for employment and must be completed by April 1st.
- The peer observation may occur during any of the evaluation cycles.
- The full observation will take place during the summative year.
- Two additional partial observations will take place during the 3 year cycle at the discretion of administration.
- The deadline for completing summative evaluations for tenured teachers and submitting them to the Todd County Board of Education will be May 1st.

e. Observer Certification

All new administrators serving as a primary evaluator must complete the Initial Certified Evaluation Training prior to conducting observation for the purpose of evaluation.

To ensure consistency of observations, new administrators for the 2017-2018 school year must complete the Certification Training requirements through Frontline. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation. There are 3 sections of Teachscape:

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

All administrators should be certified prior to the first instructional day of the school calendar. The Todd County Board of Education will pay for each evaluator to be certified. Evidence of successfully passing the certification requirements will be kept in each administrator's personnel file for documentation. **Late hire supervisors should complete evaluation certification within 30 days of hire date unless extended by Superintendent.** Only supervisors who have passed the proficiency assessment can conduct partial and full observations for the purpose of evaluation.

f. Observer Certification Support

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 scaffold approach, beginning with initial supports to ensure success during the first administration of the assessment, supports for those who do not pass after one attempt, and supports for those unable to pass the assessment after the second attempt and are subsequently locked out of the system for 90 days.
- This support will include collaboration during the initial training, additional professional learning opportunities, and assignment of a mentor.

The district will ensure teachers and other professionals have access to certified observers in cases where the supervisor is not certified through the proficiency system and therefore unable to conduct the observation.

- This observer will be assigned by the Superintendent or designee.
- This will include district-level personnel or principals from another building (certified through the proficiency system) conducting the observation with the principal (modeling the process).
- It is important to note that observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation.

g. Peer Observation

A peer observer will observe, collect, and share evidence and provide feedback for formative purposes only. Peer observers will not score a teacher's practice, nor will peer observation data be shared with anyone other than the observee unless permission is granted. Peer observation data can be utilized at the teacher's request.

- All teachers and other professionals will receive a peer observation during the evaluation cycle.
- All peer observers participating will complete the state developed training once every three (3) years.
- All required peer observations must be documented in CIITS.
- Peer observers will be selected on a voluntary basis to establish a district pool, taking into consideration teacher certification and common core areas in elementary, middle, and high school levels. All peer observation documentation will be accessed only by the evaluatee.

- A district list of certified observers will be kept by the district PGES contact.
- Peer observers and observation windows will be assigned by the immediate supervisor in consultation with the teacher or other professional. An alternate observer and/or observation window may be assigned, if needed, due to extenuating circumstances.

IV. ADDITIONAL SOURCES OF EVIDENCE

Teachers and other professionals may provide additional evidence to support assessment of their own professional practice. This evidence should yield information related to the teacher's practice within the domains and may include:

- Program review evidence
- Team-developed curriculum units
- Lesson plans
- Communication logs
- Timely, targeted feedback from partial 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
- Other Evidence as agreed upon by supervisor and evaluatee

All components and sources of evidence related to and 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).

Other Professionals

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

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

- School Instructional Specialist/Coach

Other Professionals who are in a role that does not work with students on a regular basis or are administrative in nature will follow the District Certified Personnel Evaluation procedures.

V. DETERMINING THE OVERALL PERFORMANCE CATEGORY

Supervisors are responsible for determining an Overall Performance Category for each teacher at the conclusion of the summative evaluation year. The Overall Performance Category is informed by the educator's ratings on professional practice. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains and decision rules that establish a common understanding of performance thresholds to which all educators are held.

A. 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.

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in CIITS.

B. Determining the Overall Performance Category/Summative Evaluation

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

- Determine the individual domain ratings through the use of sources of evidence and professional judgment.
- Apply State Decisions Rules for determining an educator's Professional Practice rating.
- Apply State Overall Decision Rules for determining educator's Overall Performance Category.

- All **summative ratings** must be recorded in the department approved technology platform-CIITS.

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

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

DISTRICT CERTIFIED PERSONNEL EVALUATION

District Certified Personnel will be evaluated on previously approved documents and plan.

PRINCIPAL AND ASSISTANT PRINCIPAL Professional Growth and Effectiveness (PPGES)

Professional Growth and Effectiveness SYSTEM (PPGES) Plan

I. PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Under PGES, evaluatees will be rated according to four performance levels: **Ineffective, Developing, Accomplished, and Exemplary**. The performance rating will be determined based on the professional practice rating and the student growth rating, which will each be explained more thoroughly in turn.

II. PROFESSIONAL PRACTICE RATING

The professional practice rating is determined using the performance criteria outlined in KRS 156.557 and criteria specified in 704 KAR 3:370.

A. KRS 156.557(4)

The performance criteria by which teachers and administrators shall be evaluated shall include but not limited to:

- a. Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
- b. Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research –based instructional practices, or school management skills based on validated managerial practices;
- c. Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
- d. Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- e. Demonstration of effective interpersonal, communication, and collaboration skills among peers, students, parents, and others;
- f. Performance of duties consistent with the goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
- g. Demonstration of the effective use of resources, including technology;
- h. Demonstration of professional growth;
- i. Adherence to the professional code of ethics; and
- j. Attainment of the teacher standards or the administrator standards as established by the Education Professional Standards Board that are not referenced in paragraphs a through j of this subsection.

B. 704 KAR 3:370 Section 10 (1)

- (a). Instructional Leadership Performance Standard. The evaluatee fosters the success of all students by facilitating the development, communication,

implementation, and evaluation of a shared vision of teaching and learning that leads to student academic growth and school improvement.

(b). School Climate Performance Standard. The evaluatee fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate.

(c). Human Resources Management Performance Standard. The evaluatee fosters effective human resources management by assisting with selection and induction and by supporting, evaluating, and retaining quality instructional and support personnel.

(d). Organizational Management Performance Standard. The evaluatee fosters the success of all students by supporting, managing, and overseeing the school's organization, operation, and use of resources.

(e). Communication and Community Relations Performance Standard. The evaluatee fosters the success of all students by communicating and collaborating effectively with stakeholders.

(f). Professionalism Performance Standard. The evaluatee fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.

C. Sources of Evidence

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

1. Professional Growth Planning and Self-Reflection – completed by principal & assistant principal

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

- Principals and assistant principals will submit their Professional Growth Planning and Self-Reflection for approval within the first nine weeks of school.
- For late hires, the superintendent/principal, principals/assistant principals will select key components of assessment data and the school improvement plan to develop a professional growth plan. This PGP is to be completed and submitted to the immediate supervisor within 45 days of hire date

2. Site-Visits – completed by supervisor of principal – formal site visits shall not be used for assistant principal evaluations

Site visits are a method by which the superintendent may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal

and will use the principal's responses to determine issues to further explore with the faculty and

d staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

- Site-visits will occur once per semester for the principal (mid-year and end of year).
- Conference expectations will include evaluation of various data points (survey results, growth goals, improvement plans, professional growth plans, Val-Ed or TELL results, etc.) around the Principal Performance Standards. Principals and assistant principals will look at the evidence and establish a rating to be used as a component in establishing the overall professional practice rating with guidance from their primary evaluator mid-year and at the end of the year.
- Conferences will take place within 5 school days of a site visit.
- For late hires, two site visits will still be required, with the first site visit taking place within 30 days of the hire date.
- Site visits will be documented in CIITS.

3. Val-Ed 360° - completed for principals – shall not be completed for assistant principal

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 superintendent and instructional supervisor will oversee and administer Val-Ed 360°.
- Val-Ed 360° administration will occur every other year, once in the fall and/or once in the spring, during a year when the TELL Kentucky Survey is not administered.
- Val-Ed 360° results will be used as a data point in the evaluation of the principal and in establishing the professional practice rating.
- The superintendent, instructional supervisor, and principals will have access to Val-Ed 360°.
- For late hires, the Val-Ed survey will be completed a year after the hire date during the next regular cycle.

4. Working Conditions Goal - Principal's Goal is Inherited by Assistant Principal

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey, Val-Ed survey or other culture assessments. The principal's effort to accomplish the Working Conditions Growth Goal is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success.

- One Working Conditions Goals will be required each 2-year cycle and developed following the TELL survey.
- At the end of year 1, the mid-point review will be conducted by discussing progress made toward the Working Conditions Goals and plans will be discussed to make

additional progress toward goals.

- Any additional surveys or evidence available and approved by the superintendent may be used to inform the Working Conditions Goal(s).
- Documentation pertaining to the working conditions goal will be kept by the administrator in a Professional Portfolio and reviewed by the superintendent.

Working Conditions Growth Goal Rubric:

The rubric is established when setting the Working Conditions Growth Goal in collaboration with the Superintendent. A “Met” result is the expected outcome from the goal. .

| Not Met | Met |
|---|--|
| <ul style="list-style-type: none">• lack of evidence• evidence provided does not show adequate progress of Working Conditions Goal• | <ul style="list-style-type: none">• sufficient evidence provided• evidence shows adequate progress of Working Conditions Goal |

5. Other Sources of Evidence

Principal/Assistant Principal may provide additional evidence to support assessment of his or her own professional practice, which should yield information related to the principal’s / assistant principal’s practice within the domains. Such evidence may include, but is not limited to, the following:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-Through Documentation
- Budgets
- EILA/Professional Learning Experience Documentation
- Surveys
- Professional Organization Memberships
- Parent/Community Engagement Surveys
- Parent/Community Engagement Events Documentation
- School Schedules

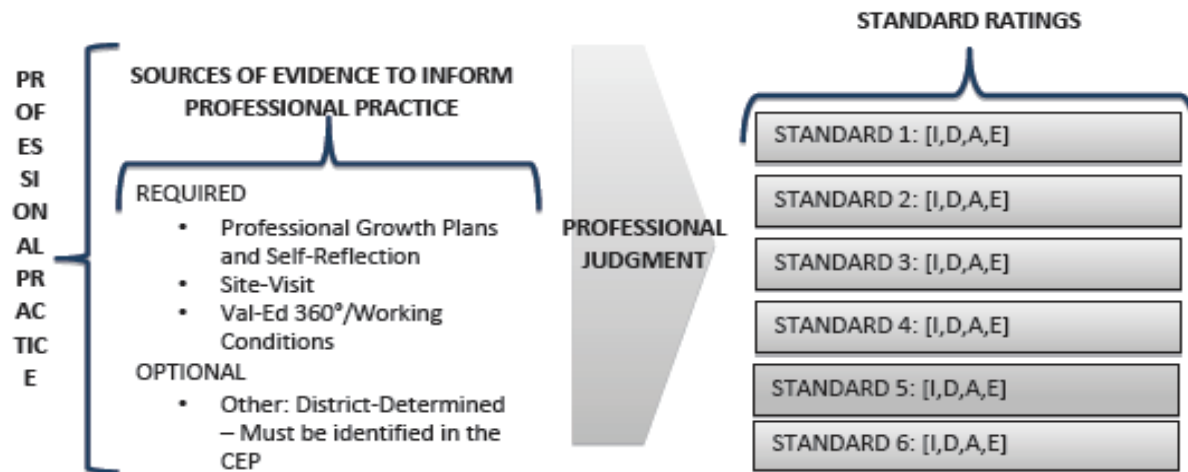
SOURCES OF EVIDENCE/FRAMWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

IV. DETERMINING THE OVERALL PERFORMANCE CATEGORY

A. Rating Overall Professional Practice

Overall professional practice must be rated by May 1 and recorded in CIITS or other required state system.



Professional Practice Decision Rules

CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL'S PROFESSIONAL PRACTICE RATING

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

C. Determining the Overall Performance Category

A principal's Overall Performance Category is determined by the evaluator based on the principal's professional practice.

Superintendents are responsible for determining an Overall Performance Category for each principal at the conclusion of the annual evaluation. All summative ratings must be recorded on the department approved technology platform (CIITS).

V. PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH PLAN

The Professional Growth Plan will be established according to 704 KAR 3:370, Section 12 and as explained by the chart that follows the regulation.

704 KAR 3:370, Section 12. Professional Growth Plan for Principals and Assistant Principals. The evaluator shall place an assistant principal or principal evaluate on an appropriate professional growth plan based on the professional practice rating and the overall student growth rating, as illustrated by the Kentucky Professional Growth Plan Model for Assistant Principals and Principals.

(a) An evaluatee whose professional practice rating is exemplary shall have, at a minimum, a professional growth plan with goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of each school year.

(b) An evaluatee whose professional practice rating is accomplished, shall have, at a minimum, a professional growth plan with goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of each school year.

(c) An evaluatee whose professional practice rating is developing, shall have, at a minimum, a professional growth plan with goals set by the evaluatee with evaluator input and a summative evaluation that occurs at the end of each school year.

(d) An evaluatee whose professional practice rating is developing, shall have, at a minimum, a professional growth plan with goals determined by the evaluator and a summative evaluation at the end of each school year.

(e) An evaluatee whose professional practice rating is ineffective shall have, at a minimum, a professional growth plan with the goals determined by the evaluator and a summative evaluation at the end of the plan, as determined by the evaluator, not to exceed one (1) year in duration.

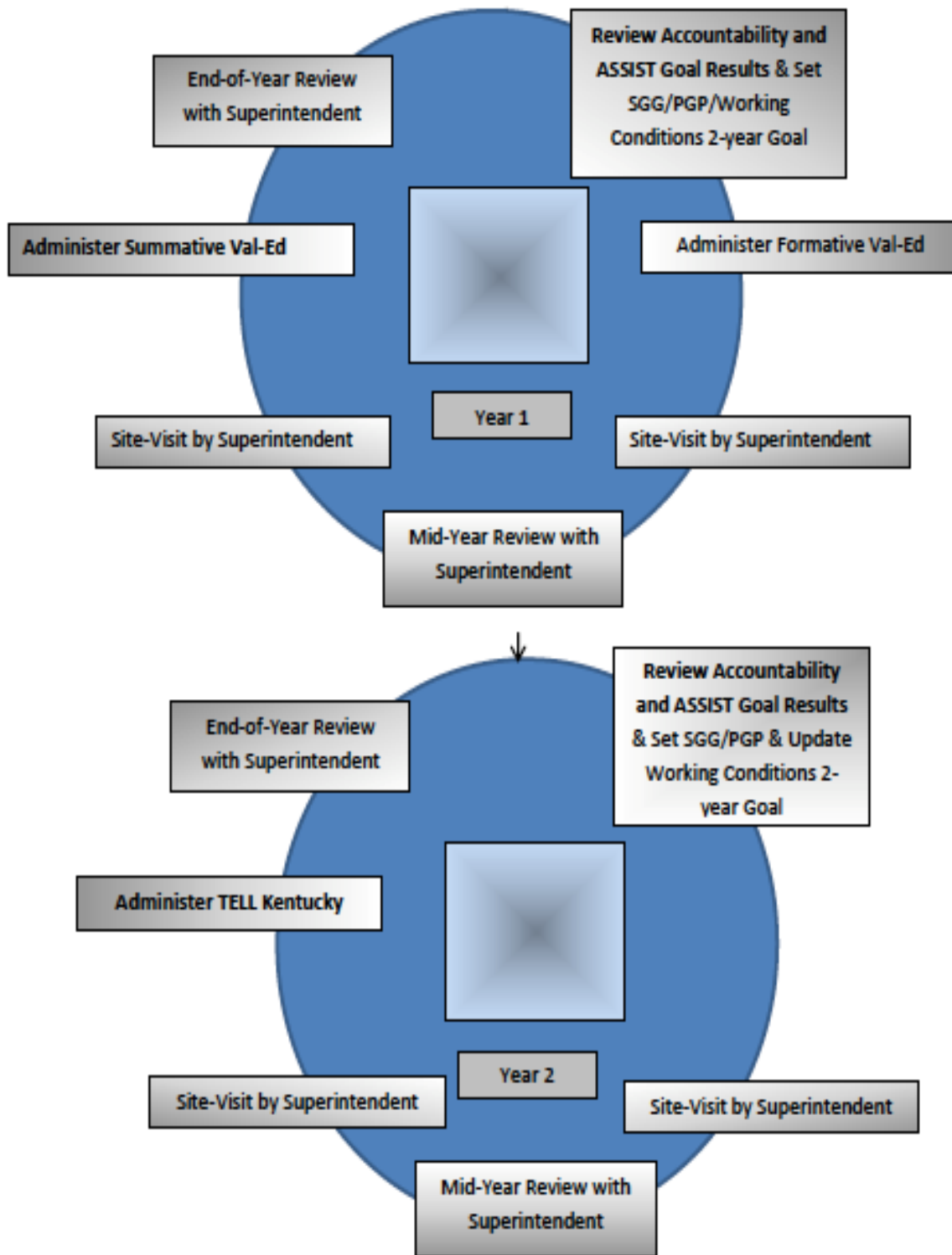
Professional Growth Plan and Summative Cycle

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

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



Todd County PGES Appendices

Appendix A

CODE OF ETHICS 704 KAR 20:680

NECESSITY, FUNCTION, AND CONFORMITY: KRS 161:028 requires that the Education Professional Standards Board develop a professional code of ethics. This administrative regulation establishes the code of ethics for Kentucky school certified personnel and establishes that violation of the code of ethics may be grounds for revocation or suspension of Kentucky certification for professional school personnel by the Education.

Section 1. Certified personnel in the Commonwealth:

1. Shall strive toward excellence, recognize the importance of the pursuit of truth, nurture democratic citizenship, and safeguard the freedom to learn and to teach;
2. Shall believe in the worth and dignity of each human being and in educational opportunities for all;
3. Shall strive to uphold the responsibilities of the education profession, including the following obligations to students, to parents, and to the education profession:

To Students

1. Shall provide students with professional education services in a nondiscriminatory manner and in consonance with accepted best practice known to the educator;
2. Shall respect the constitutional rights of all students;
3. Shall take reasonable measures to protect the health, safety, and emotional well-being of students;
4. Shall not use professional relationships or authority with students for personal advantage;
5. Shall keep in confidence information about students which has been obtained in the course of professional service, unless disclosure serves professional purposes or is required by law;
6. Shall not knowingly make false or malicious statements about students or colleagues;
7. Shall refrain from subjecting students to embarrassment or disparagement; and
8. Shall not engage in any sexually related behavior with a student with or without consent, but shall maintain a professional approach with students. Sexually related behavior shall include such behaviors as sexual jokes; sexual remarks; sexual kidding or teasing; sexual innuendo; pressure for dates or sexual favors; inappropriate physical touching, kissing, or grabbing; rape; threats of physical harm; and sexual assault.

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;

6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

1. Shall exemplify behaviors which maintain the dignity and integrity of the profession;
2. Shall accord just and equitable treatment to all members of the profession in the exercise of their professional rights and responsibilities;
3. Shall keep in confidence information acquired about colleagues in the course of employment, unless disclosure serves professional purposes or is required by law;
4. Shall not use coercive means or give special treatment in order to influence professional decisions;
5. Shall apply for, accept, offer, or assign a position or responsibility only on the basis of professional preparation and legal qualifications; and
6. Shall not knowingly falsify or misrepresent records of facts relating to the educator's own qualifications or those of other professionals.

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.) Attainment of other established EPSB standards not included in the plan. [704 KAR 3:345 7(2)]

Appendix B

Goal-Setting Conference

| | |
|---|--|
| Content/Standard Student Growth Goal | A clear statement of relevant (e.g., grade-level) content, skills, and national or state standards for students. |
| Context | Description of the demographics and learning needs of all students in the class or course. |
| Baseline Data | Baseline and trend data include: <ol style="list-style-type: none"> 1. Student information including past assessment data and/or pre-assessment results. 2. Student strengths and challenges 3. Clear explanation for expected growth 4. Data must be attached |
| Student Growth Goal Statement | Describes growth targets for students. SMART criteria are used to formulate the goals. Together, both goals should be ambitious but attainable, address all students, and represent the most important learning during a class or course. |
| Types of Measures/Evidence for SGG | Measures that will be used to monitor student progress toward attainment of the goal. The SGG may include formative and/or summative assessments to monitor student progress. There are three categories of assessments from which to select measures: (1) state or national standardized tests, (2) common national, regional, or district-developed measures; and (3) classroom-based or school-wide measures. |
| Strategies | In order to support meeting the needs for student growth, educators incorporate in the SGG the instructional strategies relevant to learning specific content and skills. These strategies can be adjusted throughout the year based on data about student progress. Include a description on how you will collaborate with your evaluator and other educators. |
| Professional Learning and Support | Describe the professional learning and support that is needed as an educator to meet the student learning and growth goals. |

Mid-Year Review

| | |
|---|---|
| Collaborative Mid-Year Goal Review | Review available data/evidence toward goal attainment and make necessary adjustments (e.g. training needs, resources, strategies for attaining goals). |
| Strategy Modification | Strategies for attaining goals may be adjusted, the goals should remain constant and you should update/review professional growth goals or direct improvement plans if necessary. |

Year-End Goal Conference

| | |
|------------------------------|---|
| End-of-Year Data | Review post-assessment data to determine the percentage of students who exceeded the goal, who met the goal, and who did not meet the goal. Attach supporting data. |
| Reflection on Results | Describe how the goal setting process impacted your professional practice and student learning. Describe what worked, what did not work, and what you would do differently. |

Appendix C

PRE-OBSERVATION DOCUMENT

| | |
|-------------------------------|--|
| Teacher | |
| School | |
| Grade Level/Subject(s) | |
| Observer | |
| Date of Conference | |

Preconference (Planning Conference)

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

Appendix D

POST-OBSERVATION DOCUMENT

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

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

Evaluator's Formative Observation Rating:

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

Teacher's Signature*

Date

Observer's/Evaluator's Signature

Date

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

Appendix E

APPEALS

APPEALS TO THE DISTRICT APPEALS PANEL RELEVANT PROVISIONS:

KRS 156.557

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

704 KAR 3:345

Section 7: For an appeal to the local evaluation appeals panel, each local evaluation plan shall provide for the following:

- 1. Right to a hearing as to every appeal;**
- 2. Opportunity reasonably in advance of the hearing for the evaluator and evaluatee to adequately review all documents that are to be presented to the evaluation appeals panel; and**
- 3. Right to presence of evaluatee's chosen representative.**

704 KAR 3:370

Section 18: Local Evaluation Appeals Panel. The district shall provide in its System Plan, for an appeal to the local evaluation appeals panel, the following:

- 1. A right to a hearing as to every appeal;**
- 2. An opportunity, five (5) days in advance of the hearing, for the evaluator and evaluatee to adequately review all documents that are to be presented to the local evaluation appeals panel; and**
- 3. A right to presence of evaluatee's chosen representative.**

An evaluatee who feels he or she has not been evaluated fairly has a right to an appeal to the District Appeals Panel. The purpose of the District Appeals Panel is to review the summative evaluation. The Panel is comprised of individuals appointed by the Todd County Board of Education in accordance with KRS 156.557. Confidentiality and fairness shall be the primary concerns of the Panel. Any certified employee may, within five working days of the summative evaluation conference, file an appeal with the District Appeals Panel utilizing the request form available at the district office and also available from each principal. The request form shall be provided to the panel via the Superintendent. Within five (5) working days of receiving written notification of the appeal from the Superintendent, the Chairperson of the Panel shall notify other members of the Panel and schedule a preliminary hearing. The final hearing shall occur within twenty (20) working days of receipt of the request form by the Panel Chairperson. Additionally, the

Chairperson will request documentation from the evaluator to support his/her evaluation decisions and receive those documents prior to the preliminary hearing.

Upon receiving the request form, the Panel will schedule a preliminary hearing to provide documentation to all parties and the Panel. Copies of all documents to be considered in the appeal shall be made available at this time. One copy for each of the Panel Members and one copy each for the evaluator and evaluatee shall be provided. The evaluatee must receive these documents at least three days prior to the final hearing. Otherwise, these documents shall be kept at a secure location at the district office. The chairperson shall convene the preliminary hearing and explain the procedures for the process. After the evaluatee and evaluator leave the preliminary hearing, the Panel shall remain and review all documents and formulate questions for the hearing.

The evaluatee and evaluator may be represented by legal counsel or their chosen representatives at this preliminary hearing, the final hearing, and any other proceeding. The Board of Education shall provide legal counsel to the panel if requested. The evaluatee has the right to determine whether the preliminary hearing, final hearing, and any other proceeding are open or closed. A closed hearing will include the panel, evaluatee, evaluator, and their chosen representatives.

At the final hearing, witnesses may be called by either party, but witnesses will not be allowed to observe the hearing process other than during their own testimony. Each party may have an opportunity to cross-examine the other party's witnesses. Only documents provided during the preliminary hearing shall be introduced at the hearing. At the conclusion of the final hearing, the Panel shall render a timely written decision.

APPEALS TO THE STATE EVALUATION APPEALS PANEL RELEVANT PROVISIONS:

704 KAR 3:345

Section 9:

1. A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

2. The appeal procedures shall be as follows:

a. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557(5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.

b. No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not

filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request.

c. A brief, written statement, and other document which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

d. A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.

e. A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

704 KAR 3:370

Section 19:

1. A certified school personnel who believes that the local district is not properly implementing the evaluation plan as approved by the department shall have the opportunity to appeal to the Kentucky Board of Education.

2. The appeal procedures shall be as follows:

a. The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel (SEAP). The SEAP's jurisdiction shall be limited to procedural matters already addressed by the local appeals panel or the district's failure to implement an evaluation plan as approved by the department. The SEAP shall not have jurisdiction of a complaint involving the professional judgment conclusion of an evaluation, and the SEAP's review shall be limited to the record of proceedings and documents therein, or lack thereof, at the local district level and any documents submitted pursuant to paragraph (c) of this subsection.

b. No later than thirty (30) calendar days after the final action or decision at the local district level, a certified school personnel may submit a written request to the chief state school officer for a review before the SEAP. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with the request.

c. a brief, written statement, or other document that a party wishes to submit for consideration by the SEAP shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

d. A decision of the SEAP shall be rendered within fifteen (15) working days after the review.

e. A determination of district noncompliance with the local evaluation plan or absence of a district local evaluation plan shall render the evaluation void, and the certified employee shall have the right to be reevaluated.

Evaluatees have a right to an appeal to the State Evaluation Appeals Panel as outlined in KRS 156.557 and the relevant regulations. Any appeal to the State Evaluation Appeals Panel is limited to the record of proceedings at the local level and limited to the procedures used at the local level and cannot be based on the professional judgment of the evaluator.

Appendix F

EMPLOYEE ASSISTANCE/CORRECTIVE ACTION PLAN

The performance of all certified personnel is to be evaluated annually for all non-tenured personnel and administrators and once every three years for tenured personnel. When unsatisfactory behavior is noted the following process will be used by the evaluator to aide the evaluatee in improving performance:

1. Evaluation contacts become more frequent and formal.
2. The primary evaluator notifies the evaluatee that his or her performance is not meeting District standards.
3. Specific data is shared with the evaluatee that identifies the deficiencies and verifies the situation.
4. An Individualized Corrective Action Plan is developed by the evaluator and evaluatee. This plan shall address the performance area, goals and activities that achieve the desired performance and target dates.
5. If necessary, an Intensive Assistance Team supplements the work of the primary evaluator. The Intensive Assistance is a team effort to supply skills, knowledge and time of several supervisory personnel. An example of an Intensive Assistance Team may consist of:
 - Primary Evaluator
 - Instructional Supervisor
 - Personnel Director
 - Others as agreed upon by all team members
6. Evaluatee is given help to improve.
7. Evaluatee is given time to improve.
8. Evaluatee is given progress reports.
9. Evaluator stresses job expectations.
10. Evaluator discusses further action if evaluatee fails to comply.
11. Evaluations are to be in narrative style.
12. The deficiency evaluation process should begin in sufficient time to be completed and appropriate forms submitted by April 15.

Instructions for Completing the Individual Corrective Action Plan

This Plan is to be completed by the evaluator (with discussion and assistance from the evaluatee) as it relates to an inadequate or "ineffective" on any one Standard or more from the Formative Evaluation. The evaluator and evaluatee must identify corrective action goals and objectives; procedures and activities designed to achieve the goals; and targeted dates for appraising the evaluatee's improvement of the standard. It is the evaluator's responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

1. Standard Number

Identify the specific standard(s) from the Formative Evaluation Form that has a "Ineffective" rating assigned.

2. Present Professional Development Stage

Select the stage of professional development that best reflects the evaluatee's level:

- a. **I = Ineffective**
- b. **D = Developing**
- c. **A = Accomplished**
- d. **E = Exemplary**

3. Growth/Objective(s) Goals

Growth objectives and goals must address the specific standard(s) rated as "Ineffective" on the Formative Evaluation document. The evaluatee and the evaluator work closely to correct the identified weakness(es).

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

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

5. Appraisal Method and Target Dates

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

6. Documentation of all reviews, corrective actions, and evaluator's assistance must be provided periodically (as they occur) to the evaluatee.

INDIVIDUAL CORRECTIVE ACTION PLAN FOR:

Date:

Work Site: Todd County Board of Education

| Standard | PG Stage | Growth Objective/Goal(s) (Describe desired outcomes) | Procedures and Activities for Achieving Goals and Objectives (Including support personnel) | Appraisal Method and Target Dates |
|----------|----------|---|---|---|
| | | | | |

Evaluatee's Comments:

Evaluator's Comments:

| | | | |
|------------------------|------|---|------|
| Plan Developed: | | Review of goals: __ Achieved __ Revised Continued | |
| | | | |
| Emolovee's Sianature | Date | Emnlovee's Sianature | Date |
| | | | |
| Suoervisor's Sianature | Date | Suoervisor's Sianature | Date |

***Professional Growth Plan Stages:**

I= Ineffective

D= Developing

A = Accomplished

E = Exemplary

ASSISTANCE TEAM LOG OF ACTIVITIES
(To be completed for every assistance activity)

TEACHER:

DATE OF

CONTACT/OBSERVATION:

PERSONS PRESENT:

SUMMARY OF ACTIVITIES:

RECOMMENDATIONS:

NEXT MEETING:

| | |
|---|---|
| <div style="border-bottom: 1px solid black; margin-bottom: 10px;">EMPLOYEE'S SIGNATURE</div> <div style="display: flex; justify-content: space-between; align-items: flex-end;"><div style="border-bottom: 1px solid black; width: 40%;"></div><div style="border-bottom: 1px solid black; width: 40%;"></div><div style="text-align: center;">Date</div></div> | <div style="display: flex; justify-content: space-between; align-items: flex-end;"><div style="border-bottom: 1px solid black; width: 40%;"></div><div style="border-bottom: 1px solid black; width: 40%;"></div><div style="text-align: center;">Date</div></div> <div style="text-align: center; margin-top: 10px;">Signature</div> |
|---|---|

Appendix G

GLOSSARY OF EVALUATION TERMS AND DEFINITIONS
(As applied to Kentucky's professional growth and certified personnel evaluation process)

Evaluation terms and definitions listed below include those presented in **KRS 156.557, 704 KAR 3:345, and KRS 160.345 (2) (c).**

administrator: is any person who devotes the majority of his/her employed time to service in a position for which administration certification is required by the Education Professional Standards Board in 704 KAR Chapter 20.

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 his/her evaluation.

baseline data: The data collected prior to interventions being implemented and signifies the student's present level of performance on a targeted skill/concept.

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

corrective action plan: a plan developed by the evaluator and evaluatee as a result of an unsuccessful standard rating(s) on the summative evaluation or when the evaluator needs to address a specific problem in the employee's performance. Specific assistance and activities are identified and progress monitored.

employee assistance team: a team established to assist the employee in meeting the district standards.

enduring skills: the ability to use one's knowledge effectively and readily in execution and performance, ensuring content is used beyond a single test date, is a value in other disciplines, provides relevance beyond the classroom and is worthy of embedded, course-long focus.

evaluatee: one whose behaviors and performances are being observed, examined, appraised, or critiqued.

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

evaluation committee: consists of local school district teachers and administrators who are responsible for developing evaluation procedures and forms for the district evaluation plan. The committee is made up of equal numbers of teachers and administrators.

evaluation plan: includes evaluation forms and procedures. The procedures shall provide for both formative evaluation and summative evaluation components. The Kentucky Department of Education must approve both the plan and the procedures.

evaluation procedures: as well as the evaluation forms, must be designed to foster professional growth and to support individual personnel decisions.

evaluator: one who appraises or carefully examines behaviors and performances to determine a value. Evaluators must be trained, tested, and certified.

formative evaluation: a continuous cycle of collecting evaluation information and interacting, and providing feedback with suggestions regarding the certified employee's professional growth and performance.

indicators: are measurable or observable behaviors and outcomes that demonstrate performance criteria.

job category: a group or class of positions with closely related functions such as: principal, coordinator, or director.

M: Met

Mid-year review

monitoring: to supervise; to check systematically or to scrutinize for the purpose of collecting specified categories of data. (For example: principals monitor teacher's lesson plans, units of study, interactions with students, parents, and each other.)

NI: Needs Improvement

NM: Not Met

observation (formal): process of gathering information in the performance of duty based on predetermined criteria in the district evaluation plan within five (5) working days.

observation (informal): an observation whereby the evaluator enters the classroom unannounced to observed performance. Informal observations can take place at any time the employee is in the performance of his/her duties. These observations may be made as frequently as deemed necessary.

openly: with full knowledge of evaluatee.

other support staff: any certified staff other than teacher or administrator.

peer observer: Observation and documentation by a trained certified school personnel.

performance criteria: performance areas, skills, or outcomes on which the certified employee shall be evaluated based upon position and the district evaluation plan.

position: a professional role in the school district such as teacher, principal, and supervisor of instruction.

primary evaluator: the evaluator who is the employee's immediate supervisor (principal, associate principal, head teacher, etc.)

professional growth plan: a plan whereby the person being evaluated establishes goals for enrichment and development with the assistance of the evaluator. The individualized plan includes objectives, a plan for achieving the objectives, and a method for evaluating success. The individual professional growth plan shall be aligned with specific goals and objectives of the school improvement plan or district improvement plan. Reviewed annually, this plan is attached to the summative evaluation and placed in the individual's personnel file at the district office.

post-conference: a meeting between the evaluator and the certified employee to provide feedback from the evaluator. The evaluator and the certified employee analyze the results of observation(s) and other information to determine accomplishments and areas of growth leading to the establishment or revision of an individual professional growth plan. The post conference shall be conducted within five (5) working days after an observation.

pre-conference: a meeting between the evaluator and the certified personnel to discuss and plan the schedule, date, content, time, etc. of the formal observation(s).

self-reflection: means the process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

standards of performance: acceptable qualitative or quantitative levels of specific job performances expected of effective certified personnel employees.

student voice: the state-approved student perception survey, administered each year, that, provides data on specific aspects of the classroom experience and of teaching practice.

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

teacher: any certified staff person who directly instructs students

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