**ROWAN COUNTY**

Certified Evaluation Plan

<table>
<thead>
<tr>
<th>Certified Evaluation Committee</th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley Anderson</td>
<td>Director</td>
<td>Rowan County Preschool</td>
</tr>
<tr>
<td>Rhonda Banks</td>
<td>Principal</td>
<td>McBrayer Elementary</td>
</tr>
<tr>
<td>Brandy Breeze</td>
<td>Principal</td>
<td>Tilden Hogge Elementary</td>
</tr>
<tr>
<td>Tamela Buttry</td>
<td>Principal</td>
<td>Clearfield Elementary</td>
</tr>
<tr>
<td>Andrea Murray</td>
<td>Principal</td>
<td>Rodburn Elementary</td>
</tr>
<tr>
<td>Jay Padula</td>
<td>Principal</td>
<td>Rowan County Middle School</td>
</tr>
<tr>
<td>Ray Ginter</td>
<td>Principal</td>
<td>Rowan County Senior High School</td>
</tr>
<tr>
<td>Mary Beth Armstrong</td>
<td>Teacher</td>
<td>Rowan County Middle School</td>
</tr>
<tr>
<td>Rhonda Blevins</td>
<td>Teacher</td>
<td>Rodburn Elementary</td>
</tr>
<tr>
<td>Lydia Graham</td>
<td>Teacher</td>
<td>Tilden Hogge Elementary</td>
</tr>
<tr>
<td>Vicky Hanshaw</td>
<td>Teacher</td>
<td>Rowan County Preschool</td>
</tr>
<tr>
<td>Brad Hart</td>
<td>Teacher</td>
<td>Rowan County Senior High School</td>
</tr>
<tr>
<td>Katy Ingles</td>
<td>Teacher</td>
<td>McBrayer Elementary</td>
</tr>
<tr>
<td>Kim Spencer</td>
<td>Teacher</td>
<td>Clearfield Elementary</td>
</tr>
</tbody>
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**District Professional Growth and Effectiveness Plan**

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

**Roles and Definitions**

1. **Artifact:** A product of a certified school personnel’s work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:**
6. **Evaluatee:** Certified school personnel being evaluated.
7. **Evaluator:** the primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** defined by KRS 156.557(1)(a).
9. **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.
10. **Job Category:** means a group or class of certified school personnel positions with closely related functions.
11. **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.
12. **Local Formative Growth Measures:** defined by KRS 156.557(1)(b).
13. **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.
14. **Observer Certification:** a process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers for the purposes of evaluation and feedback.
15. **Observer:** the process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers for the purposes of evaluation and providing feedback.
16. **Other Professionals:** certified school personnel, except for teachers, administrators, assistant principals, or principals.
17. **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.

18. **Peer observation**: observation and documentation by trained certified school personnel below the level of principal or assistant principal.

19. **Performance Criteria**: the areas, skills, or outcomes on which certified school personnel are evaluated.

20. **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.

21. **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.

22. **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.

23. **Professional Growth Plan**: an individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.

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

25. **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.

26. **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.

27. **Sources of Evidence**: the multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 [8 and 10] of this administrative regulation.

28. **State Contribution**: the student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.

29. **Student Growth**: defined by KRS 156.557(1)(c).

30. **Student Growth Goal**: a goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
31. **Student Growth Percentile**: each student's rate of change compared to other students with a similar test score history.

32. **Student Voice Survey**: the student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the [classroom] instructional environment [experience] and professional practice of the teacher or other professional evaluatee.

33. **Summative Evaluation**: defined by KRS 156.557(1)(d).

34. **Teacher**: a certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.

35. **Working Condition's Survey Goal**: a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

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

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

<table>
<thead>
<tr>
<th><strong>Framework for Teaching</strong></th>
<th><strong>Specialist Frameworks for Other Professionals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and Preparation</td>
<td>Planning and Preparation</td>
</tr>
<tr>
<td>Classroom Environment</td>
<td>Environment</td>
</tr>
<tr>
<td>Instruction</td>
<td>Instruction/Delivery of Service</td>
</tr>
<tr>
<td>Professional Responsibilities</td>
<td>Professional Responsibilities</td>
</tr>
</tbody>
</table>

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice 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:

**Required Sources of Evidence**
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

**Local District Decision**
- ✓ Other Measures of Student Learning
- ✓ Products of Practice
- ✓ Other Sources

All components and sources of evidence related supporting an educator’s professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.
### SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

<table>
<thead>
<tr>
<th>FRAMEWORK for TEACHING (FT)</th>
<th>Domain</th>
<th>Planning &amp; Preparation</th>
<th>Classroom Environment</th>
<th>Instruction</th>
<th>Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Component</td>
<td></td>
<td>1a-Knowledge of content/pedagogy</td>
<td>1b-Demonstrate knowledge of students</td>
<td>1c-Setting Instructional Outcomes</td>
<td>1d-Demonstrates knowledge of resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1a</td>
<td>1b</td>
<td>1c</td>
<td>1d</td>
</tr>
<tr>
<td>Supervisor Observation</td>
<td></td>
<td><strong>Evidence</strong></td>
<td><strong>Evidence</strong></td>
<td><strong>Observation</strong></td>
<td><strong>Observation</strong></td>
</tr>
<tr>
<td>Student Voice</td>
<td></td>
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<tr>
<td>Professional Growth</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Peer Observation</td>
<td></td>
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</tr>
</tbody>
</table>

**Sources of Evidence to Inform Professional Practice**

- Supervisor Observation
- Student Voice
- Professional Growth
- Self-Reflection
- Peer Observation

**Evidence**

- Kentucky Student Voice Survey
- Professional Growth Planning and Self Reflection
- Observation

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Rowan County’s Certified Evaluation Plan 5.0
**Professional Practice**
The district will utilize self-reflection and development of Professional Growth Plan to allow teachers to reflect on their professional practice in order to identify weaknesses and develop a plan to address the area(s) of need.

To facilitate this process, the district will implement the use of the Professional Growth Plan template, as provided by KDE. This template will be provided to all teachers in order to document development and specific feedback from the building principal. The teacher and principal will work collaboratively to identify area(s) of need, as well as specific professional activities to improve performance. This document will be approved, signed, and dated by the evaluator with a copy provided to the evaluatee. The document will be housed in CIITS. Monitoring of the evaluatees’ progress in meeting identified goals will be on going and documented in the principal’s evaluation spreadsheet. All completed summative evaluation documentation will be provided to the district to be filed in personnel folders, as well as housed in CIITS.

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

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

**Required**
- All teachers and Other Professionals will participate in self-reflection and professional growth planning each year.
  - Self-reflections and Professional Growth Plans should be rooted in evidence/data collected from observations, student voice, peer observations, etc.

**Timeline and Monitoring for Self-Reflection**
Teachers and Other Professionals...
- will complete their initial self-reflection within 30 working days after the first student attendance day each year.
- will reflect on targeted areas within ten (10) school days after each observation post conference (mini, peer and full).
- will reflect on targeted areas within ten (10) school days after receiving results of the student voice survey, no later than the summative conference.
- will SUBMIT their final self-reflection no later than April 15 each year.
- may reflect more often based on their professional decision and/or that of their supervisor.

Rowan County’s Certified Evaluation Plan 5.0
Timeline and Monitoring for Professional Growth Planning Teachers and Other Professionals...

- will complete their professional growth goal and action plan (PGP), and receive principal approval by the 45th day of school, after student report (or within window a 45 day window if hired during the school year).
- should update their implementation plan and strategies around their PGP as necessary (for example, development of student growth goal and action plan, observations, student voice survey and other times based upon their professional judgment and/or that of their supervisor.) Modifications to the PGP shall be reviewed and approved by the supervisor.

Support and guidance around PGPs will be determined by the below chart following summative ratings.

<table>
<thead>
<tr>
<th>Level 1: Self-Directed Professional Growth Plan (3 year cycle)</th>
<th>Level 2: One-Year Cycle Directed Professional Growth Plan</th>
<th>Level 3: Up to 12-Month Improvement Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low SGG Rating with Accomplished or Exemplary Professional Practice Rating</td>
<td>Expected SGG Rating with Developing Professional Practice Rating</td>
<td>High SGG Rating with Developing Professional Practice Rating</td>
</tr>
<tr>
<td>• Goal set by educator with evaluator input</td>
<td>• Goals set by educator with evaluator input; One goal must address low performance or outcomes; Plan activities designed by educator with evaluator input. • Formative review annually</td>
<td>• Goal set by educator with evaluator input; One goal must focus on low outcome; Formative review annually</td>
</tr>
<tr>
<td>Expected SGG Rating with Developing Professional Practice Rating</td>
<td>High SGG Rating with Developing Professional Practice Rating</td>
<td>Expected or High SGG Rating with Accomplished or Exemplary Professional Practice Rating</td>
</tr>
<tr>
<td>• Goal set by educator with evaluator input</td>
<td>• Goals set by educator with evaluator input; One goal must address low performance or outcomes; Plan activities designed by educator with evaluator input. • Formative review annually</td>
<td>• Goals set by educator with evaluator input; Plan activities are teacher directed and implemented with colleagues. • Formative review annually</td>
</tr>
<tr>
<td>High SGG Rating with Developing Professional Practice Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goal set by educator with evaluator input; One goal must focus on low outcome; Formative review annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected or High SGG Rating with Accomplished or Exemplary Professional Practice Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goals set by educator with evaluator input; Plan activities are teacher directed and implemented with colleagues. • Formative review annually</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low SGG Rating with Developing Professional Practice Rating Or, Expected or High SGG Rating with Ineffective Professional Practice Rating</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Goal Determined by Evaluator</td>
<td>• Goal determined by evaluator; Focus on low performance area</td>
<td></td>
</tr>
<tr>
<td>• Goals focus on low performance/outcome area</td>
<td>• Summative at end of plan</td>
<td></td>
</tr>
<tr>
<td>• Plan activities designed by evaluator with educator input</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Formative review at mid-point</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Summative at end of plan</td>
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</tbody>
</table>
**Observation**
The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation will only be used for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings will be 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.

**KTIP Teacher observations will be conducted according to criteria set forth by EPSB.**

**Observation Model**
The observation model must fulfill the following minimum criteria:

**Required**
- Four observations in the summative cycle. A minimum of three observations conducted by the supervisor and one observation conducted by the peer.
- The required peer observation must occur in the final year of the summative cycle.
- Final observation is conducted by the supervisor and is a full observation.
- Supervisors may choose to record observation data using one of the following methods
  - Observation data is recorded in the State Approved Technology Platform
  - Observation data is recorded in district approved data tool.

**Observation Schedule**
- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.

Observation Schedule: Determined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS and OTHER PROFESSIONALS
One Year Educator Plan Schedule
First Semester Observation Schedule: Two observations will be conducted in the first semester (may begin after the evaluation training takes place within the first 30 days of reporting for employment and completed by December 20th)
Options for first semester observations:
- Must have one supervisor observation (mini or full)
- The other observation may be a supervisor observation (mini or full) or a peer observation

Second Semester Observation Schedule: The final two observations will be conducted from January 1st through April 1st.
Options for second semester observations
- The first observation may be a supervisor observation (mini or full) or a peer observation.
  This will be dependent upon if the peer occurs in the fall window or not.
- Final observation must be a full observation conducted by the supervisor.

Three Year Educator Plan Schedule (as defined by the PROFESSIONAL GROWTH PLAN AND CYCLE FOR TEACHERS and OTHER PROFESSIONALS).

The observation schedule for teachers on a three-year summative cycle may follow either of the following options:
- Observations may begin after the evaluation training takes place within the first 30 calendar days of reporting for employment
- It is recommended that the observation schedule follows (AT MINIMUM)
  - One formal observation (mini or full) by supervisor in year one
  - One formal observation (mini or full) by supervisor in year 2
  - One Peer Observation in year 3 (Must occur before the supervisor’s final observation)
    - One formal observation (full) by supervisor in year 3 by April 1st
- The summative evaluation conference shall be held at the end of the summative cycle prior to April 15th

LATE HIRES/ABSENTEEISM
Any one year cycle teacher hired before the 60th day of instruction will have all observations conducted. Please see observation schedule in above section.

A Supervisor may eliminate one of the required observations on a teacher hired after the 60th day of instruction.

If a teacher misses 60 consecutive school days throughout the year then the supervisor may eliminate one of the required observations.

Any teacher hired that will be placed directly into a three year cycle must meet observation schedule outlined in previous section of Three Year Educator Plan Schedule.
**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. A peer observer is trained certified school personnel.

**Required**

- All teachers and other professionals will receive a peer observation in their summative year.
- All Peer Observers participating during the summative year observations will complete the department approved training once every three years.
- All peer observation documentation will be accessed only by the evaluatee.

Peers may record observation data using one of the following methods

- Observation data is recorded in the State Approved Technology Platform
- Observation data is recorded in district approved data tool.

- All teachers will be placed in the pool as potential peer observers. Principals may utilize peer observers to serve within or across departments. They may also decide to utilize peer observers in more of a mentoring capacity where teachers with identified weaknesses observe other teachers who are strong in those areas.
- All teachers will complete the department approved observation training at least every three years. The training is to be completed prior to participating in any peer observations. (This is for the observer and the observee.) Failure to complete training will result in a professional growth goal developed in this area.
- Peer observers will be assigned at the school level by the building level administration. The maximum caseload that can be assigned to one peer is 5.
Observation Conferencing
Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

Required
- Prior to all announced observations, a pre-observation lesson plan and pre-observation conference form will be submitted, at least the day prior to the scheduled observation, to the supervisor or peer observer at least one day prior to the observation. Appendix: Pre-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.
- Post-conferences must be face to face and must take place within 5 working days of each observation.
- Conduct observation post-conference within five working days following each observation.
- Post-conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. Appendix: Post-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.
- Post-observation conferencing, after a mini observation, may target particular area(s) of focus for future walkthroughs, observations, professional growth goals, etc.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle (prior to April 15th).

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.

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

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

Required

The established cycle for observation certification is as follows:

<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:
  - Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor is present in the observation.
  - In the event a supervisor suffers an emergency situation such as prolonged illness, death of a significant other, etc., the district office can waive the presence of the supervisor.

- 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 determine how to ensure teachers and other professionals have access to observations by making the following decision:
  - Upon hiring, the district will purchase a Teachscape License for a supervisor who does not have certification.
  - The supervisor will have 45 days to take the proficiency assessments via Teachscape.

In the event a supervisor is not successful in completing/passing the assessments.

- Supervisor will be assigned a mentor (by the district office), someone who has already passed Teachscape if possible.
- Mentor will provide guidance and support as requested. It is not permissible for the mentor to take the exam with the supervisor.
- The mentor will review assessment results with the supervisor and will target areas of weakness.
- Go back through appropriate sections of training to establish understanding.
Support for those unable to pass the assessment after the second attempt and are subsequently locked out of the system will be supported by:

- supervisor will be assigned a mentor (from the district office), someone who has already passed Teachscape if possible.
- The mentor will review assessment results with the supervisor and will target areas of weakness.
- Go back through appropriate sections of training to establish understanding.
- study sessions focusing on the four domains of the Kentucky Adapted Framework for Teaching, and the four performance levels.

Teachers will have access to certified observers for observations and feedback in cases where their immediate supervisor is not certified through the proficiency system and therefore unable to conduct the observation. District-level personnel or principals from another building (certified through the proficiency system) and designated by the superintendent, will conduct the observation with the principal, modeling the process and providing mentorship of the proficiency system for the supervisor. Observation data provided by a substitute observer is considered a valid source of evidence only if the supervisor participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances).

**Observer Calibration**

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

**Required**

- Observer calibration during years two and three of the Observer Certification process based on the department approved platform.
- All building level supervisors must complete calibration by September 1 each year. Successful completion of calibration is determined by obtaining a score of Demonstrated Accuracy
- Any supervisor who scores, Needs Practice or Needs Remediation, will be assigned a mentor and have a two week window to successfully complete calibration.
- Re-certification after year three.
- All evaluators will be recertified via KDE approved platform to maintain evaluation certification. Recertification is to be completed by September 1. If supervisor fails to complete recertification successfully by September 1st, he/she will be assigned a mentor and have a two week window to successfully complete recertification.
- Any late hires throughout the school year who do not have appropriate documentation of ongoing calibration and recertification must be brought current within the first 45 days of reporting to work.
**Student Voice**
The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

**Required**

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used as a source of evidence for Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff will read, understand, and sign the district’s Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.
- The survey will be administered in the school.
- Survey data will be considered only when ten or more students are respondents.
- The District Student Voice point of contact will be the District Assessment Coordinator. In the event the DAC is unable to serve in this capacity, the superintendent will appoint another individual.

- At the elementary level, students will take the survey for their assigned homeroom teacher
  - In the event the teacher does not have a homeroom, the principal will assign a class period in which the SV will occur. (e.g. art teacher)
  - In some circumstances, classes may be combined in order to gather at least 10 data points. (e.g. special education across multiple grades)
  - In the event a teacher cannot get the minimum of ten students they must still administer the survey in order for the results to be tracked back to school-wide trend data.
- In the event that a teacher does not work directly with students on a regular basis the student voice survey will not be conducted. Use “Criteria for identifying Other Professionals.”

- In middle school and high school, principals will randomly select a class period in which the survey will be administered.
  - In the event a teacher does not have students in the selected period it will default to their next instructional period.
  - In some circumstances, classes may be combined or shifted in order to gather at least 10 data points. (e.g. special education, AP courses)
  - In the event a teacher cannot get the minimum of ten students they must still administer the survey in order for the results to be tracked back to school-wide trend data.
- In the event that a teacher does not work directly with students on a regular basis the student voice survey will not be conducted. Use “Criteria for identifying Other Professionals.”

- Students who are absent on the date of administration will have until the end of the survey window to complete their survey. It is each school’s responsibility to monitor attendance records during this time frame in order to ensure the opportunity for students to complete the survey.

- Surveys will be completed at a minimum of one time each school year.

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

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

**Required**

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

**Other Products of Practice may include, but are not limited to**

- Conference Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- Classroom Schedules
- Others:

**Student Growth**

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

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP).
The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

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

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

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

**Rigor** - congruency to appropriate grade level standards or job responsibilities

**Comparability** - Data collected for the student growth goal must use comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills. Examples of similar classrooms might be 6<sup>th</sup> grade science classrooms, 3<sup>rd</sup> grade classrooms, English 1 classrooms, band or art classes. For similar classrooms, teachers would be expected to use common measures or rubrics to determine competency in performance at the level intended by the standards being assessed. Although specific assessments may vary, the close alignment to the intent of the standard is comparable.

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers.

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

The following categories have been identified by KDE as Other Professionals:
- Library Media Specialist
- Therapeutic Specialist/Speech
- School Guidance Counselor
- School Psychologist
- School Instructional Specialist/Coach

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

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

**TPGES Student Growth Goal Criteria**

**Required**
- Teachers will write a student growth goal based on the following criteria
- The SGG should be congruent with appropriate grade level and content area standards for which it is developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.
- Within the first 25% of the instructional days of the start of school or course (e.g. if a teacher has students for a nine weeks course that lasts 45 days then their student growth goal needs to...
be completed by the 12\textsuperscript{th} day of instruction. If a teacher has students one day a week for 36 weeks then their goals must be completed by the 10\textsuperscript{th} instructional session with the class.

- All teachers will develop a minimum of one student growth goal (SGG) as directed below:
  - identify an area of need based on baseline data of current students aligned to content standards or job-specific duties
  - develop one student growth goal (SGG) anchored in baseline data that should include:
    1. a growth target – describe the growth target set for 100\% of the students
    2. a proficiency target - identify goal for the percentage of students to reach proficiency
  - self-assess the SGG using the SGG Rigor and Comparability Rubric (see Appendix)
    - determine that the SGG fits the “acceptable” criteria of rigor
    - determine that the SGG fits the “acceptable” criteria for comparability
  - conduct peer review of SGG using the SGG Rigor and Comparability Rubric (see Appendix)
    - determine that the SGG fits the “acceptable” criteria of rigor
    - determine that the SGG fits the “acceptable” criteria for comparability

- Once rubric and peer review protocol have been applied to the SGG, it will be submitted to the principal for approval.
- Principals will approve or request revisions to SGGs
- Throughout the duration of the SGG, the teacher:
  - provides a variety of opportunities for students to demonstrate understanding of the content and their progress (rubrics, scoring guides, specific feedback etc.)
  - analyze assessments that evidence student growth throughout the interval of instruction
  - assesses student attainment of SGG a minimum of three times (pre, mid-course and post)
- Meet with supervisor to determine annual student growth by April 15\textsuperscript{th} of each year.

**DETERMINING GROWTH FOR A SINGLE STUDENT GROWTH GOAL**

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

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

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

<table>
<thead>
<tr>
<th>Growth portion of the goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIGH:</td>
<td>Teacher has 90-100% of students meeting the growth portion of the goal</td>
</tr>
<tr>
<td>EXPECTED:</td>
<td>Teacher has 80 to less than 90% of students meeting the growth portion of the goal</td>
</tr>
<tr>
<td>LOW:</td>
<td>Teacher has less than 80% of their students meet the growth portion of the goal</td>
</tr>
</tbody>
</table>
**Proficiency portion of the goal**

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

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

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

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*Teachers will maintain Data Team Records of data relevant to their student growth goals. Through PLC discussions, teachers will name and claim individual students at all performance levels to target specific strategies for Tier 1, Tier 2, and Tier 3. Data may include, but not limited to, classroom assessments, benchmark assessments, projects, writings, etc. The teacher and supervisor will look at assessments and data collected to determine the growth rating. Measures in determining Student Growth Rating as Low, Expected, or High Local Student Growth Goal Rating will be determined using the following guidelines Growth portion of the goal **HIGH**: Teacher has 90-100% of students meeting the growth portion of the goal **LOW**: Teacher has less than 80% of their students meet the growth portion of the goal **Proficiency portion of the goal** **EXPECTED**: Teacher’s number of students meeting this goal is within a +/-10% range of the proficiency goal.*
### OVERALL STUDENT GROWTH RATING

<table>
<thead>
<tr>
<th>GROWTH RATING</th>
<th>HIGH</th>
<th>Expected</th>
<th>High</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXPERTED</td>
<td>Expected</td>
<td>Expected</td>
<td>High</td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>Low</td>
<td>Expected</td>
<td>Expected</td>
<td></td>
</tr>
<tr>
<td>LOW</td>
<td>EXPECTED</td>
<td>HIGH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFICIENCY RATING

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

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

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

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

**Required**

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

#### OTHER PROFESSIONALS STUDENT GROWTH GOAL (As evidenced from OPGES SGG)

<table>
<thead>
<tr>
<th>Other Professionals Student Growth Goal</th>
<th>Low Growth</th>
<th>Expected Growth</th>
<th>High Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth Goal</td>
<td>____ %</td>
<td>Below ____ %</td>
<td>____% - ____ %</td>
</tr>
</tbody>
</table>

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

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

- The local goal will account for 70% of rating
- The state goal will account for 30% of rating
  - If a teacher has more than one SGMP attributed to them then an average combination of the two will be utilized for the SGMP portion. (Commonly pertains to self-contained 4th and 5th grade)
Ratings will be converted to numerical value: High = 3; Expected = 2; Low = 1

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

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

\[(\text{Local Goal} \times 0.70) + (\text{State Goal} \times 0.30) = \text{Yearly Growth Rating}\]

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

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5-3.0</td>
<td>High</td>
</tr>
<tr>
<td>1.5-2.49</td>
<td>Expected</td>
</tr>
<tr>
<td>1.0-1.49</td>
<td>Low</td>
</tr>
</tbody>
</table>

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

**Rating Professional Practice**

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

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

**Required**

- Provide a summative rating for each domain based on evidence.
- All ratings must be recorded in the department-approved technology platform.
Determining the Overall Performance Category

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

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

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

CRITERIA FOR DETERMINING A TEACHER’S PROFESSIONAL PRACTICE RATING

<table>
<thead>
<tr>
<th>IF...</th>
<th>THEN...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domains 2 AND 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 2 OR 3 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE</td>
</tr>
<tr>
<td>Domains 1 OR 4 are rated INEFFECTIVE</td>
<td>Professional Practice Rating shall NOT be EXEMPLARY</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be ACCOMPLISHED</td>
</tr>
<tr>
<td>Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY</td>
<td>Professional Practice Rating shall be EXEMPLARY</td>
</tr>
</tbody>
</table>

Rating Overall Student Growth

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and MSGP (where available), and will be considered up to three years (when available).
Required
- SGG and MSGP (when available) will be used to determine overall Student Growth Rating.
- Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating regardless of the type and length of educator plan.

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

LOW = 1
EXPECTED = 2
HIGH = 3

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

Example: Year #1 High = 3  Year #2 Low = 1  3+1= 4  4/2 = 2  Overall SGG= Expected

LOW = 1.0 – 1.49
EXPECTED = 1.5 – 2.49
HIGH = 2.5 – 3.0

**Overall Performance Category**

Required

Apply State Overall Decision Rules for determining educator’s Overall Performance Category.
- Implement the Overall Performance Category process for determining effectiveness.
- All ratings must be recorded in the department-approved technology platform.

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

<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>Expected OR Low</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td>Ineffective</td>
<td>High</td>
<td>DEVELOPING</td>
</tr>
<tr>
<td></td>
<td>Expected OR Low</td>
<td>INEFFECTIVE</td>
</tr>
</tbody>
</table>
**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.

<table>
<thead>
<tr>
<th>PROFESSIONAL PRACTICE</th>
<th>STAFF RATING</th>
<th>GROWTH PLAN</th>
<th>CYCLE LENGTH</th>
<th>REVIEW</th>
<th>PLAN ACTIVITIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INEFFECTIVE</td>
<td></td>
<td>UP TO 12-MONTH IMPROVEMENT PLAN</td>
<td></td>
<td></td>
<td>• Goal(s) determined by evaluator&lt;br&gt;• Focus on low performance area&lt;br&gt;• Summative at end of plan</td>
</tr>
<tr>
<td>DEVELOPING</td>
<td></td>
<td>ONE-YEAR CYCLE DIRECTED GROWTH PLAN</td>
<td></td>
<td></td>
<td>• Goal(s) Determined by Evaluator&lt;br&gt;• Goals focus on professional practice and student growth&lt;br&gt;• Plan activities designed by evaluator with teacher input&lt;br&gt;• Summative review annually</td>
</tr>
<tr>
<td>PROFESIONAL PRACTICE</td>
<td></td>
<td>THREES-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</td>
<td></td>
<td></td>
<td>• Goals set by teacher with evaluator input&lt;br&gt;• Goal(s) set by teacher with evaluator input; one must address professional practice or student growth.&lt;br&gt;• Formative review annually.</td>
</tr>
<tr>
<td>Low</td>
<td>Low</td>
<td>ONE YEAR DIRECTED GROWTH PLAN</td>
<td></td>
<td></td>
<td>• Goal determined by evaluator&lt;br&gt;• Goals focused on low performance/outcome area&lt;br&gt;• Plan activities designed by evaluator with educator input&lt;br&gt;• Formative review at midpoint&lt;br&gt;• Summative at end of plan</td>
</tr>
<tr>
<td>Expected</td>
<td>Expected</td>
<td>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</td>
<td></td>
<td></td>
<td>• Goal determined by evaluator&lt;br&gt;• Goals focused on low performance/outcome area&lt;br&gt;• Plan activities designed by evaluator with educator input&lt;br&gt;• Summative at end of plan</td>
</tr>
<tr>
<td>High</td>
<td>High</td>
<td>THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN</td>
<td></td>
<td></td>
<td>• Goal determined by evaluator&lt;br&gt;• Goals focused on low performance/outcome area&lt;br&gt;• Plan activities designed by evaluator with educator input&lt;br&gt;• Summative at end of plan</td>
</tr>
</tbody>
</table>

**Note:**
- Goals must be focused on low performance/outcome area.
- Activities must be designed by the evaluator with teacher or educator input.
- Summative reviews occur at the end of the cycle.
- Formative reviews are conducted annually.

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Rowan County’s Certified Evaluation Plan 5.0
PRINCIPAL AND ASSISTANT PRINCIPAL
PROFESSIONAL GROWTH AND EFFECTIVENESS
SYSTEM
### 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>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.</td>
<td>The principal fosters the success of all students by developing, advocating, and sustaining an academically rigorous, positive, and safe school climate for all stakeholders.</td>
<td>The principal fosters effective human resources management by assisting with selection and induction, and by supporting, evaluating, and retaining quality instructional and support personnel.</td>
<td>The principal fosters the success of all students by communicating and collaborating effectively with stakeholders.</td>
<td>The principal fosters the success of all students by demonstrating professional standards and ethics, engaging in continuous professional learning, and contributing to the profession.</td>
</tr>
<tr>
<td>Professional Growth</td>
<td>Professional Growth Planning and Self Reflection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>Instructional Leadership</td>
<td>School Climate</td>
<td>Human Resources Management</td>
<td>Organizational Management</td>
<td>Communication and Community Relations</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Working Conditions Goal</td>
<td>Time; Professional Development; Instructional Practices &amp; Support; School Leadership</td>
<td>Time; Managing Student Conduct</td>
<td>Instructional Practices &amp; Support; Facilities &amp; Resources; Teacher Leadership; New Teacher Support</td>
<td>Facilities &amp; Resources; Teacher Leadership; School Leadership</td>
<td>Community Support &amp; Involvement</td>
<td>Time; PD; Instructional Practices &amp; Support; Facilities &amp; Resources; Teacher Leadership; New Teacher Support</td>
</tr>
<tr>
<td>SOURCES OF EVIDENCE To Inform Professional Practice</td>
<td>Superintendent &amp; Teacher Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Val-Ed360 Survey</td>
<td>High Standards for Student Learning; Rigorous Curriculum; Quality Instruction</td>
<td>Culture of Learning &amp; Professional Behavior</td>
<td>Quality Instruction; Performance Accountability</td>
<td>Quality Instruction</td>
<td>Culture of Learning &amp; Professional Behavior; Connections to External Communities</td>
<td>Culture of Learning &amp; Professional Behavior</td>
</tr>
</tbody>
</table>
Evaluators will look for trends and patterns in practice across multiple types of evidence and apply their professional judgment based on this evidence when evaluating a principal. The role of evidence and professional judgment in the determination of ratings on standards and an overall rating is paramount in this process. However, professional judgment must be grounded in the common framework identified: The Principal Performance Standards.
**Principal Performance Standards**

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal’s or assistant principal’s professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is projected that most principals or assistant principals will maintain an Accomplished rating, but will occasionally have exemplary performance on standards at any given time. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how principals respond to or apply additional supports and resources designed to promote student learning, as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities. Contextual variables may also impact the learning environment, such as unanticipated outside events or traumas.

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

**Required Sources of Evidence**

- Professional Growth Planning and Self-Reflection
- Site-Visits
- Val-Ed 360°
- Working Conditions Goal
- State and Local Student Growth Goal data

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

- Other Measures of Student Learning
- Products of Practice
- Other Sources
**Professional Practice**
The following sections provide a detailed overview of the various sources of evidence used to inform Professional Practice Ratings.

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

**Required:**
- All principals will participate in self-reflection and professional growth planning each year.
- All assistant principals will participate in self-reflection and professional growth planning each year.

✓ Principals and Assistant Principals will submit their self-reflection within 30 working days of reporting for work.
✓ Principals and Assistant Principals will submit their Professional Growth Goal and Professional Growth Plan within 45 working days of reporting to work.
✓ Late hires will be addressed using the same timelines stated above.
✓ Principal and Assistant principals will submit their self-reflection and professional growth plans via the state approved technology platform or using a district approved form.
✓ At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.
✓ It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal.
Site-Visits
Completed by supervisor of principal – *formal site visits are not required for assistant principals*

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

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

- One site visit must occur prior to December 31st. The second site visit must occur between January first and the end of the school year.

- Following each site visit a post observation conference must be conducted within five working days. During this post conference the following topics must be addressed if available:
  - Self-Reflection
  - PGP Progress
  - SGG Progress
  - Working Conditions Goal Progress
  - Evidences relevant to the 6 principal standards
  - TELL and/or ValEd results

- Any administrator hired after January first will only be required to have one formal site visit completed.

- Evidences from site visit may be recorder using one of the following two options
  - State approved technology platform
  - District approved forms/documents

Val-Ed 360°
Completed for principals – *not completed for assistant principals*

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

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

- The District assessment coordinator (or superintendent designee if they cannot fulfill the duty) will oversee the administration of Val-Ed 360°.
✓ Identify the timeline for administration of Val-Ed 360°.
✓ Val-Ed 360° will be used as a formative piece of evidence that will provide data for the administration to use in self-reflection, goal setting, and monitoring improvement/declines.
✓ Val-Ed 360° will be shared with all district and school level administrators.
✓ A principal who is hired must be in position for at least 60 working days in order to have the Val-Ed survey completed.

**Working Conditions Goal**

Goal inherited by Assistant Principal

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

**Required:**
- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one two-year goal.

**Local District Decision:**
- Must complete a minimum of one Working Conditions Goal.
- Once the goal has been completed the administrator must complete a rubric outlining percentages representing low, expected, and high growth using the rubric below. This must be submitted to the superintendent/designee for approval.

<table>
<thead>
<tr>
<th>Working Conditions Goal</th>
<th>Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL:</strong> Be sure to include the main question of focus, what your current percentage is, and what you want your resulting percentage to be.</td>
<td></td>
</tr>
<tr>
<td><strong>Working Conditions Goal Rubric</strong></td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Low Growth</td>
</tr>
<tr>
<td>_____ %</td>
<td>Below _____ %</td>
</tr>
</tbody>
</table>

✓ The administrator will complete an action plan that outlines specific steps and processes that will be implemented in working toward reaching the goal. This must be submitted to the superintendent/designee for approval.

✓ Progress of working condition goal will be addressed in each site visit conference. Principal should be prepared with formative data to show how he/she is progressing toward goal attainment.
Principals may take into consideration feedback from their Val-Ed surveys as well as other local surveys administered through the school’s council, PTA, etc. However, the final goal must be rooted and reflect specifically on the TELL survey.

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

-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
-School web pages
-School Plans, assist, program reviews
-State Assessment data
-Local benchmark data
-Additional sources deemed relevant

**Student Growth**

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

**State Contribution**

**ASSIST/Next Generation Learners (NGL) Goal Based on Trajectory - Goal inherited by Assistant Principal**

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

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless local goal is based on Gap population.

Principals will develop a minimum of one state student growth goal based on school need that may be developed to parallel the Local Contribution or it may be developed with a different focus. The goal should be:

- based on actions that can be taken by the principal to impact results as opposed to actions that can be assigned by the principal to teachers
- connected to other school/district initiatives where appropriate
- If a principals does not have state assessment contributions then he/she will write two local goals.

Rubric for Determining High, Expected or Low Growth with State SGG

Determining the high, expected, or low growth for the principal’s student growth goals will be based on the following information:

**High:** Reaching or exceeding the trajectory percentage P/D

**Expected Growth:** Growth that is at least half way to identified standards/indicators according to the Superintendent Leadership Plan, but does not reach the trajectory percentage

**Low:** Growth that is less than 50% towards attainment of the student growth goal target

For example:

✔ if our current proficiency/distinguished percentage for our gap population was at 56%

✔ the state trajectory data shows that we should be at 66% at the end of this year

✔ These two data points would provide the basis for the rubric.

| Example of H,E,L Growth (If Trajectory Target was to move from 56% P/D to 66% P/D) |
|---------------------------------|---------------------------------|---------------------------------|
| **Low**                         | **Expected**                    | **High**                        |
| Less than 61%                   | 61% to 66%                      | Greater than 66%                |

This would indicate that the principal did not even make it half way to the trajectory goal.

This would indicate the principal made it more than half way, but did not reach the trajectory goal.

This would indicate that the principal reached or exceeded the trajectory goal.
Local Contribution
Based on School Need - Goal inherited by Assistant Principal

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

Required:

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

Principal will develop a minimum of one local student growth goal based on school need that may be developed to parallel the State Contribution or it may be developed with a different focus. The goal should be:

  - If a principal does NOT have state data then he/she must develop 2 local student growth goals.
  - based on actions that can be taken by the principal to impact results as opposed to actions that can be assigned by the principal to teachers
  - connected to other school/district initiatives where appropriate

The following chart will be completed by the principal and submitted along with the creation of their local student growth goal for approval.

An “open rubric” is provided to encompass various scenarios for writing goals. Examples: Principal may write in perspective of increasing proficiency, reduction in novice, increase in distinguished, etc.

<table>
<thead>
<tr>
<th>PRINCIPAL LOCAL STUDENT GROWTH GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Principal Local Student Growth Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth Goal</td>
</tr>
<tr>
<td>---------------------</td>
</tr>
<tr>
<td>___ %</td>
</tr>
</tbody>
</table>

**In an instance where the supervisor provides a rating that is not consistent with the chart; rational shall be written and approved at the district level.**
**Determining the Overall Performance Category**

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

**Rating Overall Professional Practice**

Required:
- Use decision rules to determine an overall rating.
- Record ratings in the department-approved technology platform.
- Teachers in their summative year shall have their ratings completed by April 1st.
- Teachers who are not in their summative year must have their rating completed by last day of school.

A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard. Next, the evaluator will use the following decision rules for determining the Professional Practice Category:
**Determining Professional Practice**

- Apply the State Decision Rules for determining an Overall Professional Practice Rating.

### CRITERIA FOR DETERMINING A PRINCIPAL or ASSISTANT PRINCIPAL’S PROFESSIONAL PRACTICE RATING

<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 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 standards and no standard 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 standards</td>
<td>Professional Practice Rating shall be Developing</td>
</tr>
<tr>
<td>Principal or Assistant Principal is rated Ineffective in two or more standards</td>
<td>Professional Practice Rating shall be Ineffective</td>
</tr>
</tbody>
</table>

**Rating Overall Student Growth**

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

**Required:**

- Determine the rating using both state and local growth.
- Principals in their summative year shall have their ratings completed by April 1st.
- Determine the rating using multiple years of data up to 3 years (when available).
- Record ratings in the department-approved technology platform.
**Student Growth Ratings for One Year of Data**
The local and state SGG will be of equal weight. Each rating will coincide with a numerical value.
- High = 3
- Expected = 2
- Low = 1

*In the instance a principal does not have a state but has two local goals; each goal will be weighted equally and will follow the same process below.

*In an instance that a principal has more than two goals then each of them will have equal weight. They will follow the same protocol of being converted to numerical values, averaged, and applied to the rating chart below.

Example: If a principal gets a high rating on state growth goal and gets a low rating on local student growth data these two points would be averaged.
High(3) + Low(1) = 4 divide this by two and the resulting score for this school year is a 2

You will apply this average to the chart below.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5-3.0</td>
<td>High</td>
</tr>
<tr>
<td>1.5-2.49</td>
<td>Expected</td>
</tr>
<tr>
<td>1.0-1.49</td>
<td>Low</td>
</tr>
</tbody>
</table>

**Student Growth Ratings for Multiple Years of Data**
As principals compile multiple years of data they will combine these (up to three years) to obtain their overall rating.

Each year will be weighted equally, the ratings will be converted to numerical values, averaged, and applied to the rating chart below.

Example:
In 2013-2014 the principal’s student growth rating for the year was EXPECTED(2)
In 2014-2015 the principal’s student growth rating for the year was LOW(1)
Expected (2) + Low (1) = 3
Since this is two years of data we will divide by two for a resulting score of 1.5
Applied to the chart below, the principal will receive an overall student growth rating of EXPECTED

You will apply this average to the chart below.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5-3.0</td>
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</tr>
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<td>1.5-2.49</td>
<td>Expected</td>
</tr>
<tr>
<td>1.0-1.49</td>
<td>Low</td>
</tr>
</tbody>
</table>
Districts will determine the process for determining the rating for High, Expected, and Low growth rating. Supervisors will use Local Student Growth Goal instrument to determine overall Student Growth Rating.
**Determining the Overall Performance Category**

A principal’s/assistant principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on Professional Practice and Student Growth. Next, the evaluator will use the following decision rules for determining the Overall Performance Category.

- **Apply State Overall Decision Rules for determining a principal’s/assistant principal’s Overall Performance Category.**

**Required**

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

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

<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>
**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.
**Appeals**

Required

- Districts shall have an appeals process established.

**According to 156.557 Section 9,**

Section 9. (1) A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education.

(2) The appeal procedures shall be as follows:

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

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

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

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

(e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated. (11 Ky.R. 1107; Am. 1268; eff. 3-12-85; 12 Ky.R. 1638; 1837; eff. 6-10-86; 15 Ky.R. 1561; 1849; eff. 3-23-89; 17 Ky.R. 116; eff. 9-13-90; 19 Ky.R. 515; 947; 1081; eff. 11-9-92; 20 Ky.R. 845; eff. 12-6-93; 23 Ky.R. 2277; 2732; eff. 1-9-97; 27 Ky.R. 1874; 2778; eff. 4-9-2001.)

**ROWAN COUNTY: THE APPEALS PROCESS**

**Purpose**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. This panel shall determine if the evaluation process and guidelines have been followed according to the District’s evaluation plan and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

The burden of proof that an employee was not fairly and/or correctly evaluated on the summative evaluation rests with the employee who appeals to the Panel.
Appeals Panel

1. All members of the appeals panel shall be current employees of the district. Two (2) members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process (intern teachers are not fully certified until the end of the internship). One (1) member of the panel is appointed by the superintendent. The panel shall elect a chairperson for each appeal. (Reference: KRS 156.101 and 704 KAR 3:345)

2. In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The superintendent shall appoint an alternate for the “appointed” panel member. Release time shall be provided for panel members at the discretion of the superintendent.

3. The length of term for an appeals panel member shall be three (3) years. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made during the month of September. Panel members may seek training through the Evaluation Coordinator.

4. The Evaluation Coordinator using the following criteria shall conduct the election:
   a. Open Nomination
   b. Secret Ballot
   c. Person/one vote
   d. All certified employees given the opportunity to vote

5. No panel member shall serve on any appeals panel on which he/she was the evaluator. Whenever a panel member’s immediate family appeals to the panel, the member shall not serve for that appeal. Panel members who are also members of the immediate family of the evaluator whose decision is being appealed to the panel shall not serve for the appeal. Immediate family shall include parents, siblings, spouse, children, uncle, aunt, nephew, niece, grandparents, and corresponding in-laws.

6. Any certified employee who believes that he/she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipts of the summative evaluation.

7. The appeal shall be signed and in writing on a form prescribed by the superintendent. The form shall state the evaluation records may be presented and reviewed by the panel.

8. 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 that support the summative evaluation.
Appeals Panel Hearing Procedures

1. The purpose of the Appeals Panel Hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel.

2. A preliminary hearing will be held to provide documentation to all parties and the panel. Four (4) copies of all documentation to be considered in the appeal shall be available to the panel at this time. The chairperson shall convene the hearing and explain procedures for the process. The evaluatee and evaluator may be represented by legal counsel or their chosen representative. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing is open or closed. A closed hearing will include the panel, evaluate, evaluator, and their chosen representatives. Witnesses may be called by either party but will not be allowed to observe the hearing process other than during their testimony. After the evaluator and the evaluate leave, the appeals committee shall remain and review all documents and formulate questions for the hearing. The chairperson of the panel will arrange for an official record to be made of all hearing procedures.

3. Within five (5) working days, a hearing will convene to allow the evaluatee and evaluator to present statements, documentation, witnesses, and any other information pertinent to the appeal. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her documentation including witnesses pertinent to the summative evaluation. Questions both of substance and procedure will be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be asked to leave, and the panel will consider all information that has been provided. A decision regarding their findings shall be presented to the superintendent within fifteen (15) working days of filing the appeal. In case of appeals of evaluations conducted by the superintendent, the panel shall report to the Board of Education.

4. The panel’s recommendation must include one of the following:
   i. A new evaluation by another evaluator
   ii. Uphold the original evaluation
   iii. Remove the summative or any part of the summative form from the personnel file.

5. The chairperson of the panel shall present the decision to the superintendent (or to the Board of Education, when applicable) for action within three (3) days of the panel’s decision.

6. Any evaluatee who feels that evaluation procedures have been violated may appeal the decision to the Kentucky Board of Education.
Annual Review of the Evaluation Plan

1. The evaluation plan will be reviewed annually to ensure that the evaluation system is serving the purpose for which it was established. The district evaluation committee under the direction of the evaluation coordinator will review the evaluation plan.

2. The evaluation committee shall be composed of equal numbers of teachers and administrators. The administrative members shall be the superintendent (or his/her designee) and the principals. The teacher members shall include one representative from the faculty of each of the school in the district plus a representative from one of the alternative schools. The teachers assigned to each school will choose teacher representatives.

3. The Rowan County Board of Education and the State Board must approve all revisions and additions pertaining to the evaluation procedures and/or instruments for Elementary and Secondary Education.

Summative Evaluation Conclusion

Each evaluatee’s summative evaluation form shall contain a concluding statement noting whether he/she meets district performance standards. Explanations for all ratings may be found in the section of definitions.

Due Process

1. The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with certified school personnel no later than the end of the first month of reporting for employment each school year.

2. All parties have had representation in the design, development and review of the evaluation procedures and instruments. Knowledge and understanding of performance expectations is provided for staff through distribution of this handbook.

3. Every teacher/administrator is provided an opportunity for familiarization with the system, its procedures, and its use.

4. If the teacher/administrator feels that an information leading to or included in the summative evaluation is incomplete, inaccurate, or unjust, he/she may submit his/her objections in writing to be attached to the evaluation report to be placed in his/her personnel file. The file copy of such objection shall be signed by both teacher/administrator to indicate awareness of the content.
5. All reports of unsatisfactory performance must be in writing and must enumerate shortcomings in a specific manner.

6. Each teacher/administrator may have access to his/her file upon request. The request will be honored within 24 hours.