

# **Madison County Schools Certified Evaluation Plan**



**2014-2015**

## **Madison County Schools Certified Evaluation Plan Committee**

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The Madison County Board of Education at the regular meeting on March 8, 1984, approved the performance evaluation proposal.

In the spring of 2001, the evaluation committee revised the evaluation plan in order to keep it current with KRS 156.557 and 704 KAR 3:345. The plan has been reviewed and amended annually. The Madison County Board of Education has reviewed and approved the plan at the March 21, 2013 regularly scheduled Board meeting and then again at the April 17, 2014 regularly scheduled Board meeting. The contact person is Dustin Brumbaugh, Director of Human Resources.

### **Professional Growth and Effectiveness System Overview**

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

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

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

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

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement, and is a key requirement of Kentucky's Elementary and Secondary Education Act (ESEA) flexibility waiver and the state's Race to the Top grant.

### **Design**

- A. Who shall be evaluated?  
All certified personnel
- B. The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel within one month of reporting for employment. (Annually)
- C. The immediate supervisor, or designated administrator, shall be the primary evaluator.
- D. Rating Scheme

**EVALUATEE**

Superintendent  
Principal  
Chief / Assistant Superintendent  
Supervisors  
Federal Program Coordinator  
Director of Pupil Personnel  
Food Service Coordinator  
Director of Special Education  
Director of District-Wide Services  
Gifted and Talented Coordinator  
Director of Psychological Services  
Psychologist  
Psychometrist  
Assistant Principal (Annually)  
Gifted Instructor  
Reading Recovery Teacher Leader  
Day Treatment/Alternative School  
Special Education Teacher Consultant  
District Assessment Coordinator  
Occupational Therapist  
Hearing Impaired Teacher  
Itinerant Speech Therapist  
Visually Impaired Teacher  
Physical Therapist  
Technology Resource Teacher  
Speech Therapist  
Homebound Teacher  
Classroom Teacher \*  
Guidance Counselors

**EVALUATOR**

Board of Education  
Superintendent or Designated Administrator  
Superintendent  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Superintendent or Designated Administrator  
Director of Psychological Services  
Director of Psychological Services  
Principal or Designated Administrator  
Gifted/Talented Coordinator  
Superintendent or Designated Administrator  
Principal(s)  
Director of Special Education  
Superintendent or Designated Administrator  
Director of Special Education  
Director of Special Education  
Director of Special Education  
Director of Special Education  
Director of Special Education  
Superintendent or Designated Administrator  
Building Principals  
Director of Pupil Personnel  
Principal/Assistant Principal/Designee  
Principal(s) Annually

\* Classroom teachers include all certified personnel assigned to the building including: Librarians, Music Teachers, Physical Education Instructors, Title I, Migrant, Reading Recovery Teachers, Interventionist, Preschool, Art, Band, Speech, Special Education Teachers, and Math Intervention Teachers.

\* Other Professionals: Library Media Specialists/school librarians, Therapeutic specialists (SLP, OT, PT), School Psychologists will be evaluated using the Professional Growth and Effectiveness System (PGES).

**Superintendent**

Superintendent will be evaluated every year as scheduled by the Board of Education.

**District Level Administrators/Guidance Counselors**

All district level administrators and Guidance Counselors will be signing annual summative evaluations based upon all data that was collected during the formative process.

All summative evaluations on administrators (except the Superintendent) are due in the Central Office by June 30 and shall be maintained in the employee's personnel file.

## Glossary of Evaluation Terms and Definitions

(As applied to Kentucky's professional growth & certified personnel evaluation process.)

Evaluation terms and definitions listed below include but are not limited to those presented in KRS 156.101, 704 KAR 3:345 and KRS 160.345 (2) (c).

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Appeals:** a process whereby any certified personnel employee who feels that the local school district failed to properly implement the approved evaluation system can formally disagree with his/her evaluation.
3. **Conference:** a meeting involving the evaluator and the certified employee evaluated for the purpose of providing feedback from the evaluator, analyzing the results of observation(s) and other information to determine accomplishments and for identifying areas for growth leading to establishment or revision of a professional growth plan.
4. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
5. **Evaluated:** District/School personnel that is being evaluated
6. **Other Professionals:** Library Media Specialists/school librarians, Therapeutic specialists (SLP, OT, PT), School Psychologists
7. **Peer Observer:** Observation and documentation by a trained colleague, selected as described in the district's Professional Growth and Effectiveness System plan, who observes and documents another teacher's professional practice and provides supportive and constructive feedback that can be used to improve professional practice.
8. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
9. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
10. **Student Voice:** the state-approved student perception survey, administered each year that provides data on specific aspects of the classroom experience and of teaching practice.
11. **Teachscape:** state approved training platform for supervisor classroom observation certification and calibration.

## **Professional Growth and Effectiveness System – Certified Teacher**

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

### **The Kentucky Framework for Teaching**

The Framework for Teaching is designed to support student achievement and professional practice through the domains of Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The Framework also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

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

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

Student Voice will not be used as a source of evidence for those identified as Other Professionals or certified teachers who interact with fewer than 10 students

Evaluators may use the following sources of evidence in determining overall rating:

- Products of Practice
- Other sources of Evidence (refer to p. 14)

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

## **Professional Practice**

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

The Professional Growth Plan will address realistic, focused, and measurable professional goals. The plan will connect data from multiple sources including, but not limited to classroom observation feedback, data on student growth and achievement, student voice data (if applicable) and professional growth needs identified through self-assessment and reflection. Data from the previous school year may be used for professional growth planning. In collaboration with the administrators, teachers will identify explicit goals, which will drive the focus of professional growth activities, support, and on-going reflection.

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

- All teachers will participate in self-reflection and professional growth planning each year.
- The professional growth plan shall include 1-3 professional goals.
- All teachers will document self-reflection and professional growth planning in CIITS and complete the district professional growth-planning document.
- All conferences concerning the professional growth plan shall be held face-to-face.
- The initial self-reflection and professional growth plan conference to discuss and approve shall be completed by October 1 or within 30 instructional days if a teacher is hired after September 1.
- The progress of professional growth planning will be reviewed between the teacher and evaluator during a mid-year conference.
- An end-of- year review on the Professional Growth Plan shall be held between the teacher and evaluator prior to or during the summative conference or prior to the end of the school year for a teacher not on the summative cycle.



## **Observation**

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor and peer observation for each certified teacher. Both peer and supervisor observations will use the same instruments, The Kentucky Framework for Teaching. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. Only the supervisor observation will be used to inform the overall summative rating. Peer observation will only be used for formative feedback on teaching practice in a collegial atmosphere of trust and common purpose. NO summative 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.

## **Observation Model**

### **Tenured**

- Four (4) observations in the summative cycle. A minimum of 3 observations conducted by the evaluator and 1 observation conducted by the peer.
- 2 of the evaluator observations shall be a mini observation of a minimum of 20-30 minutes each. The mini observations can be conducted at any time during the 3-year cycle.
- The required peer observation must occur in the final year of the cycle.
- The final observation shall be a full observation conducted by the evaluator during the final year of the cycle.
- All observations must be documented in CIITS.
- Additional observations may be conducted at the request of either the evaluatee or the evaluator.

### **Non-Tenured**

- Four (4) observations are completed each school year. A minimum of 3 observations conducted by the evaluator and 1 observation conducted by the peer.
- 1 of the evaluator observations shall be a mini observation of a minimum of 20-30 minutes.
- 2 of the evaluator observations shall be a full observation.
- The required peer observation must occur after the first full observation by the evaluator.
- The final observation shall be a full observation conducted by the evaluator.
- All observations must be documented in CIITS.
- Additional observations may be conducted at the request of either the evaluatee or the evaluator.

### **Informal Observation**

Any informal observations may be made at the discretion of the evaluator. Informal visits may last for as little as five minutes. All monitoring or observations of performance of a certified school employee shall be conducted openly with full knowledge of the employee. Informal observations shall be documented if included as part of the Summative Evaluation.

## **Teacher Request**

At the request of a teacher, observations by other teachers trained in the teacher's content area or by curriculum content specialists may be incorporated into the formative process for evaluating teachers.

The selection of the third-party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so, in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five (5) working days of the teacher's written request, the evaluator shall select the third party

## **Peer Observation**

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

- All teachers will receive a peer observation in their summative year.
- Building principal may select teachers to receive the peer observer training, however all certified teachers would have the opportunity to receive the peer observer training.
- Anyone who serves, as a peer observer will complete the state approved training once every three (3) years.
- Peer Observers will be identified and assigned by the building principal or his/her designee.
- In the event that the teacher would prefer an alternate peer observer, the teacher may select a peer observer from a list provided by the principal.
- All required peer observations must be documented in CIITS.

## **Observation Conferencing**

### **Pre-Conference**

- Teachers and their evaluators shall have a pre-observation conference within 3 instructional days prior to each mini and full classroom observation. The teacher, prior to conference for the full observation, should complete pre-observation worksheets.
- Pre-observation conference shall be conducted for the peer observation within 3 instructional days of the observation. The teacher and peer observer should discuss the focus of the observation.
- All pre-observations conferences can be conducted either face-to-face or through written electronic correspondence. Either the evaluator or evaluatee may request a face-to-face conference.

### **Post-Conference**

- The Post-Observation Form shall be discussed with the evaluator within five (5) instructional days of the full observation. The conference form shall be completed with both parties in attendance. The evaluatee will have an opportunity to provide a written response, which will become a part of the official personnel record.
- All post-observation conferences will be conducted face-to-face.
- The post-conference for a mini observation shall be conducted within five instructional days of the observation.
- The peer observer and teacher shall conduct a post-conference within five instructional days of the peer observation.

### **Observation Schedule**

- Observations may begin 30 calendar days after the first instructional day.
- All observations must be completed prior to the summative conference. All summative evaluations must be completed and submitted to the Central Office by April 30.

## Observer Certification

To ensure consistency of observations, evaluators must complete the current approved state platform for certifying observers. The system allows observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FfT) are applied in observation. There are 3 sections of the proficiency system:

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

The district will provide support to all administrators with the initial administration of the assessment. This will include but not limited to an overview of TPGES and resources on the Kentucky Framework for Teaching.

For those unable to pass the assessment after the second attempt and are subsequently locked out for 90 days, the district will provide collaborative study sessions, mentors, and other professional learning opportunities.

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

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

Only evaluators who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that an evaluator has yet to complete the proficiency assessment, or if the evaluator 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 primary evaluator participated (passively) in the observation.
- In cases where the primary evaluator is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the district will use the following process to ensure teachers have access to observations and feedback:
  - The Superintendent will assign district-level personnel or a principal from another building who is certified to conduct the observation with the principal participating in the observations and conferences.

## **Observer Calibration**

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

Observer calibration during years 2 & 3 of the Observer Certification process will be based on the current state approved platform. The school district will provide the opportunity for all evaluators to complete the calibration process. All district administrators will watch common videos, gather evidence, rate, and discuss. Administrators must demonstrate a +/- 1 level in each component of domains 2,3.

All administrators will complete the recertification during year 4 of the calibration cycle using the process established by the state approved platform.

## **Student Voice**

The Student Voice Survey is a confidential survey that collects student feedback on specific aspects of the classroom experience and teaching practice. The Director of Human Resources and/or Instructional Supervisor will serve as the Student Voice Survey Point-of-Contact.

- All teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student Voice will not be used as a source of evidence for those identified as Other Professionals or certified teachers who interact with fewer than 10 students
- The building principal will identify the time of day that the Student Voice Survey will be completed. For example, the building principal decides that the Student Voice Survey will be administered during the 3<sup>rd</sup> period class for all teachers. If a teacher does not have students during that period then the next consecutive class period will complete the Student Voice Survey for that teacher.
- Results will be used to inform Professional Practice.
- Formative years’ data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff shall read, understand, and sign the district’s Student Voice Ethics Statement.
- The Student Voice Survey will be administered during the window set by KDE between the hours of 7 AM and 5 PM local time.
- Students with ELL, IEPs, and 504 Plans will receive necessary support to ensure equal access.
- The survey will be administered in the school.
- Survey data will only be considered when 10 or more students are respondents.

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

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

The required sources of evidence are:

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

Additional sources may be used to provide evidence for a teacher's professional practice. The following list is a suggested list of possible sources:

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

## **Individual Corrective Action Plans**

Corrective Action Plans for improving any deficiencies shall be developed by the evaluatee and evaluator at any time during the school year.

Any domain on the Framework for Teaching that is rated as “ineffective” requires the development of an Individual Corrective Action Plan.

Specific timelines and follow-up observations shall be determined on the Corrective Action Plan form.

## **Certified Assistance Program (CAP)**

In the event an individual corrective action plan proves unsuccessful in regard to an employee's performance, an evaluator may choose to initiate a Certified Assistance Program (CAP) for that employee.

### Purpose

The Certified Assistance Program is a systematic approach to provide additional support and feedback to certified employees whose performance evaluation in any domain is rated "ineffective" and whose individual corrective action plan has proven unsuccessful. The goal of the program is to improve the evaluatee's skills to an "Accomplished" rating on the district evaluation plan.

### Composition of CAP Team

The Certified Assistance program is a team effort with a focus on the teaching/coaching process. It is comprised of the following individuals:

- The building level evaluator (principal)
- The superintendent or superintendent designee
- One peer teacher, who is appointed by the principal, after consultation with the evaluatee, during which the evaluatee gives written permission for the peer teacher's participation.

### Overview

The following plan, known as the Certified Assistance Plan (CAP) outlines the following:

- General Guidelines for CAP Process (Instructional Emphasis)
- Due Process for Evaluatee and CAP Team
- Outcomes of CAP
- Guidelines for CAP Team Related to "Ineffective" Rating

### General Guidelines for CAP Process (Instructional Emphasis)

1. Formal evaluation contacts increase to nine (9) visits during the school year by the CAP team (Three (3) visits for each committee member).
2. The CAP Team will meet with the employee and collaboratively identify areas of strength, as well as target areas for improvement. The Individual Corrective Action Plan will be reviewed/revised. (The CAP Team may determine that developing a new professional growth plan would be preferable to adding to

or revising the Corrective Action Plan). (The area(s) targeted will relate to instruction and obstacles that are impeding student learning and achievement).

3. First collaborative meeting will occur prior to June 1.
4. The CAP Team will provide resources and ideas in the areas identified for professional growth.
5. The evaluatee will conference with the CAP Team member after each observation. After each round of observations (to be scheduled by Oct.1, Dec. 1, and Feb. 15 respectively), the team will jointly confer with the evaluatee concerning progress in targeted area(s).
6. The CAP team will require a teacher/administrator portfolio that addresses instructional needs and reflects application of ideas in the classroom setting. Samples of quality student work should be included in the teacher portfolio. Said portfolio should be available for review at all collaborative meetings.
7. A written summary will be provided to the employee at each of the joint conferences.



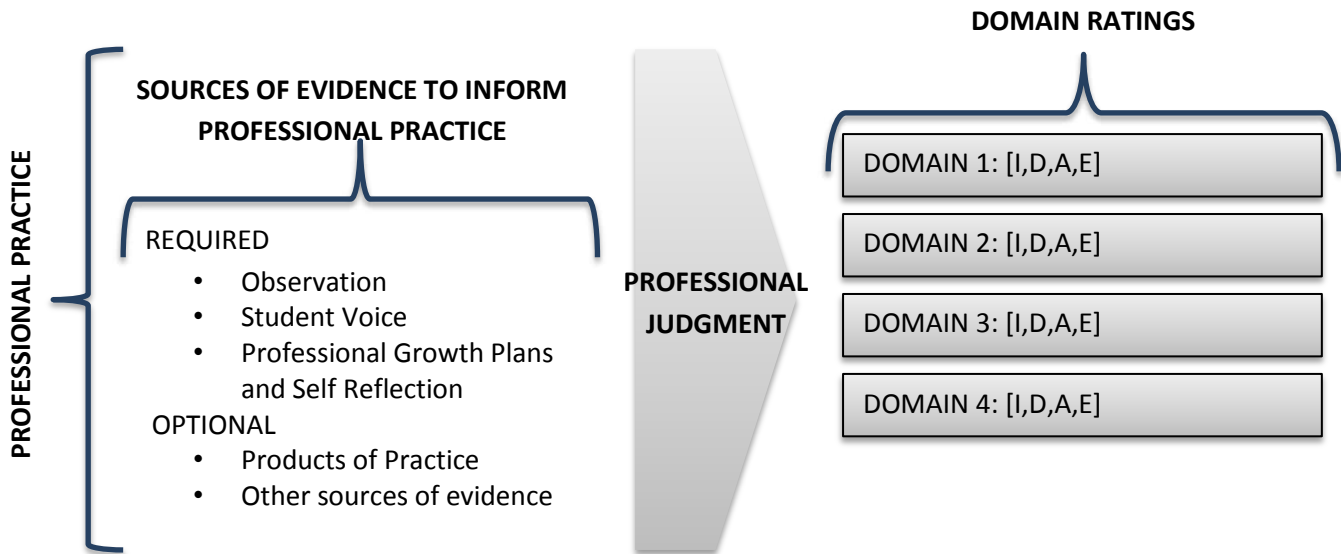
## Determining the Overall Performance Category

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

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

Evaluators and the evaluatee will be engaged in ongoing dialogue throughout the evaluation cycle. The process concludes with the evaluator’s analysis of evidence and the final assessment of practice in relation to performance described under each Domain at the culmination of an educator’s cycle.



The supervisor will determine a summative rating for each domain based on evidence collected during the observation cycle. All ratings must be documented in CIITS.

### Determining the Overall Performance Category

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

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

<b>MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR’S PROFESSIONAL PRACTICE RATING</b>	
<b>IF...</b>	<b>THEN...</b>
<b>Domains 2 AND 3 are rated INEFFECTIVE</b>	Professional Practice Rating shall be INEFFECTIVE
<b>Domains 2 OR 3 are rated INEFFECTIVE</b>	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
<b>Domains 1 OR 4 are rated INEFFECTIVE</b>	Professional Practice Rating shall NOT be EXEMPLARY
<b>Two Domains are rated DEVELOPING, and two Domains are rated ACCOMPLISHED</b>	Professional Practice Rating shall be ACCOMPLISHED
<b>Two Domains are rated DEVELOPING, and two Domains are rated EXEMPLARY</b>	Professional Practice Rating shall be ACCOMPLISHED
<b>Two Domains are rated ACCOMPLISHED, and two Domains are rated EXEMPLARY</b>	Professional Practice Rating shall be EXEMPLARY

## **Summative Evaluation**

“Summative Evaluation” means the summary of, and conclusions from, all data, including but not limited to the formative observations (full and minis), self-reflection/professional growth planning and student voice data. The summative evaluation occurs at the end of an evaluation cycle.

Summative evaluation includes a conference involving the evaluator and the evaluated certified employee, and a written evaluation report.

- A summative evaluation conference shall be held with each teacher evaluated. The summative evaluation conference includes all evaluation data, including formative evaluation data, and occurs at the end of an evaluation cycle.
- All summative evaluation conferences on non-tenured and tenured teachers on assistance shall be conducted by April 30.
- A summative evaluation conference shall be conducted with beginning interns by April 30.
- For tenured teachers, the summative evaluation conference shall be conducted by April 30.
- The summative evaluation form shall be discussed during the summative conference and placed in the employee's personnel file.
- The summative evaluation form shall be submitted to the Superintendent's Office and placed in the individual teacher's personnel file.

## **Evaluation Forms**

Employees shall receive copies of the following: Formative Evaluations, Summative Evaluation, Professional Growth Plan, and Corrective Action Plan. Opportunity for written response become part of official file.

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

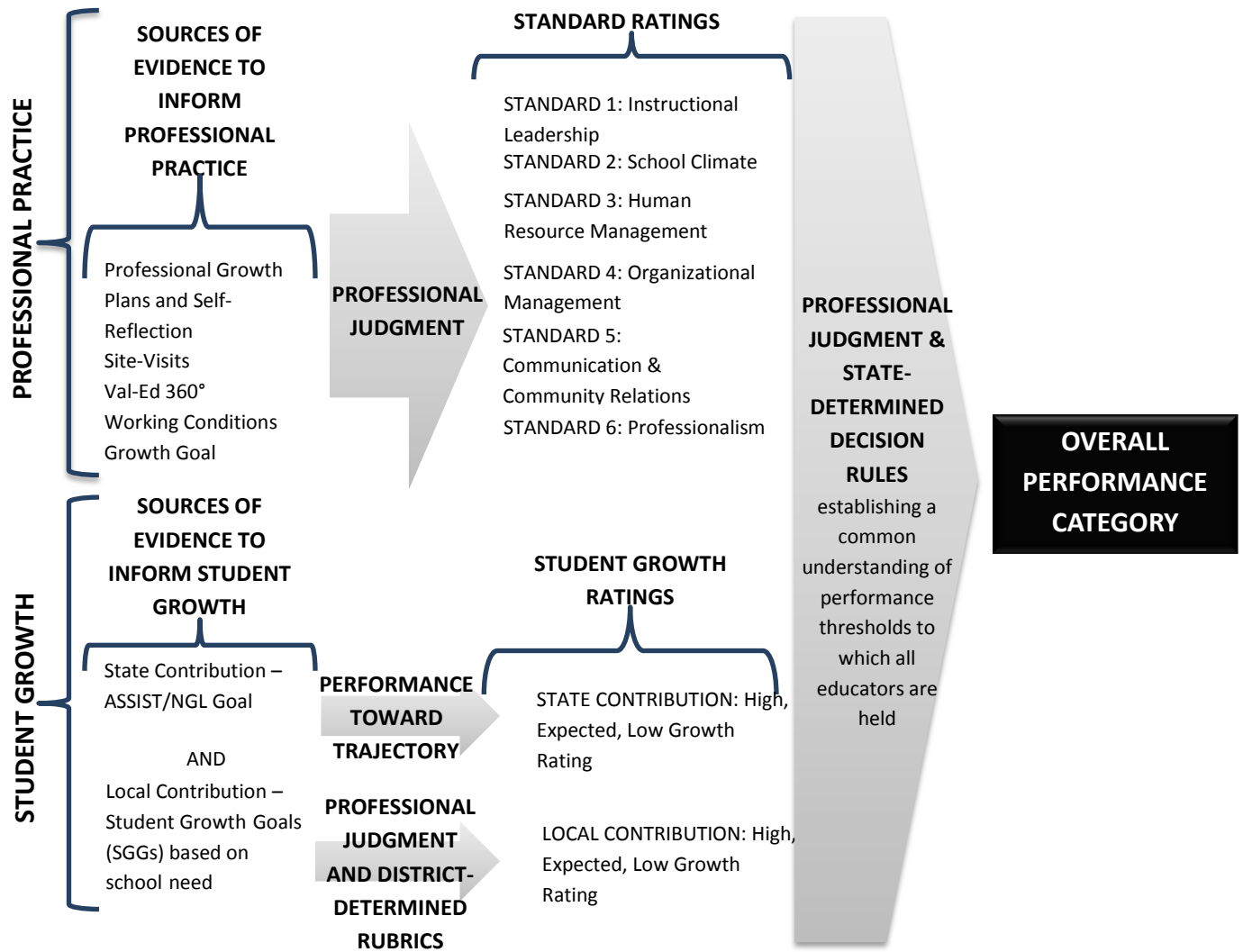
The vision for the Professional Growth and Effectiveness System (PGES) is to have every school led by an effective principal. The goal is to create a fair and equitable system to measure principal effectiveness and act as a catalyst for professional growth.

### Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
2. **Directed Professional Growth Plan:** Professional Growth plans developed under the direction of the primary evaluator for those evaluatees needing additional guidance, assistance, support and oversight for professional growth.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluatee:** District/School personnel that is being evaluated
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Self-Directed Professional Growth Plan:** plans and goals are developed by the evaluatee and the primary evaluator
7. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth
8. **Val-Ed 360°:** An assessment that provides feedback of a principal's learning-centered behaviors by using input from the principal, his/her supervisor, and teachers. The survey looks at core components (the what) that are listed on the slide, as well as key processes (the how).
9. **TELL Kentucky:** A working conditions survey of all school staff conducted every two years to provide feedback on specific aspects of the school's work environment.

**Principal Professional Growth and Effectiveness System Components – Overview and Summative Model**

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



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

## Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's professional practice will be situated within one or more of the 6 standards. Performance will be rated for each standard according to the four performance levels: Ineffective, Developing, Accomplished, and Exemplary. It is important to note that the expected performance level is "Accomplished," but a good rule of thumb is that it is expected that a principal will "live in Accomplished but occasionally visit Exemplary". The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

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

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

- Required Sources of Evidence
  - Professional Growth Planning and Self-Reflection
  - Site-Visits
  - Val-Ed 360°
  - Working Conditions Goal (Based on TELL KY)
  - State and Local Student Growth Goal data

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

- Other Measures of Student Learning
- Products of Practice
- Other Sources (e.g. surveys)

## **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.

- 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.
- The initial self-reflection and professional growth plan conference to discuss and approve professional growth goals shall be completed by October 1 or within the first 90 days of employment.
- The progress of professional growth planning will be reviewed between the principal and evaluator during a mid-year review.
- An end-of- year review on the Professional Growth Plan shall be held between the principal and evaluator prior to or during the summative conference.

### **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 or his/her designee 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.

- Conducted at least twice each year. One visit will be conducted prior to the end of the first semester and one visit prior to the end of the second semester. (Formal site-visits are not required for the assistant principal.)
- A conference between the principal and evaluator will be held within five working days of each site visit.
- Evidence to support the Principal Performance Standards will be gathered during the site visit to assist the evaluator in assigning a rating.

**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.

- The Val-Ed 360° will be conducted once every other year alternating with the Tell Kentucky Survey. The evaluator in collaboration with the principal may request that the Val-Ed 360° be conducted more frequently.
- The Superintendent or his/her designee will serve as the district point of contact for overseeing and administering Val-Ed 360°.
- The evaluator will determine the timeline of administration of the Val-Ed 360°
- The Val-Ed 360° results will be used for Professional Growth Planning and evidence to determine rating on the Principal Performance Standards.
- The Principal, Superintendent, Superintendent Designee, and any additional administrators who completed the survey will have access to the results of Val-Ed 360°.

**Working Conditions Goal (Goal inherited by Assistant Principal)**

Principals are responsible for setting a 2-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.

- Developed following the completion of the TELL Kentucky Survey.
- Minimum of one 2-year goal.
- The progress of the working condition goal will be reviewed between the principal and evaluator during a mid-year review.
- The principal and evaluator will use the following rubric to measure the progress of the working conditions goal:

Ineffective	Developing	Accomplished	Exemplary
% and below	% - %	% - %	% and above



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

Principals/Assistant Principals may provide additional sources of evidence to support their own professional practice. These evidences should yield information related to the principal's/assistant principal's practice within the domains.

The following list is a suggested list of possible sources:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes
- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Instructional Round/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules

## Student Growth

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

### 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/designee 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.

- Selection based on ASSIST/NGL trajectory.
- Based on Gap population unless local goal is based on Gap population.
- The interim trajectory goals will be based on the goals established in the school report card.
- In collaboration with the principal's evaluator the following decision making rules will be used to determine low, expected, or high student growth. This decision should be determined either during a principal's summative conference or prior to the end of the school year.

-11% or Greater	+/- 10%	+11% or Greater
Low	Expected	High

### 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.

- Based on Gap population unless state goal is based on Gap population.
- Principal will develop a minimum of one local goal.
- The principal and evaluator will reflect on various sources of data to mutually agree upon a local student growth goal.
- In collaboration with the principal's evaluator the following decision making rules will be used to determine low, expected, or high student growth. This decision should be determined either during a principal's summative conference or prior to the end of the school year.

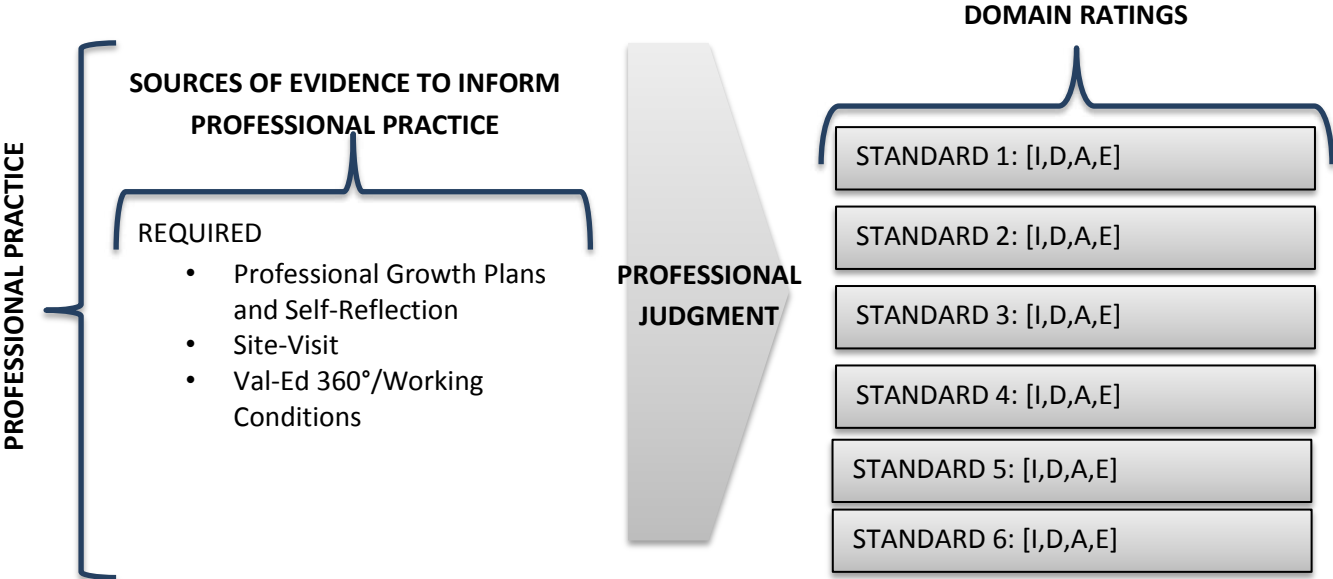
-11% or Greater	+/- 10%	+11% or Greater
Low	Expected	High

## 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 Professional Practice**

- Record ratings in CIITS
- Rating for professional practice shall be determined prior to or during the end-of-year conference.

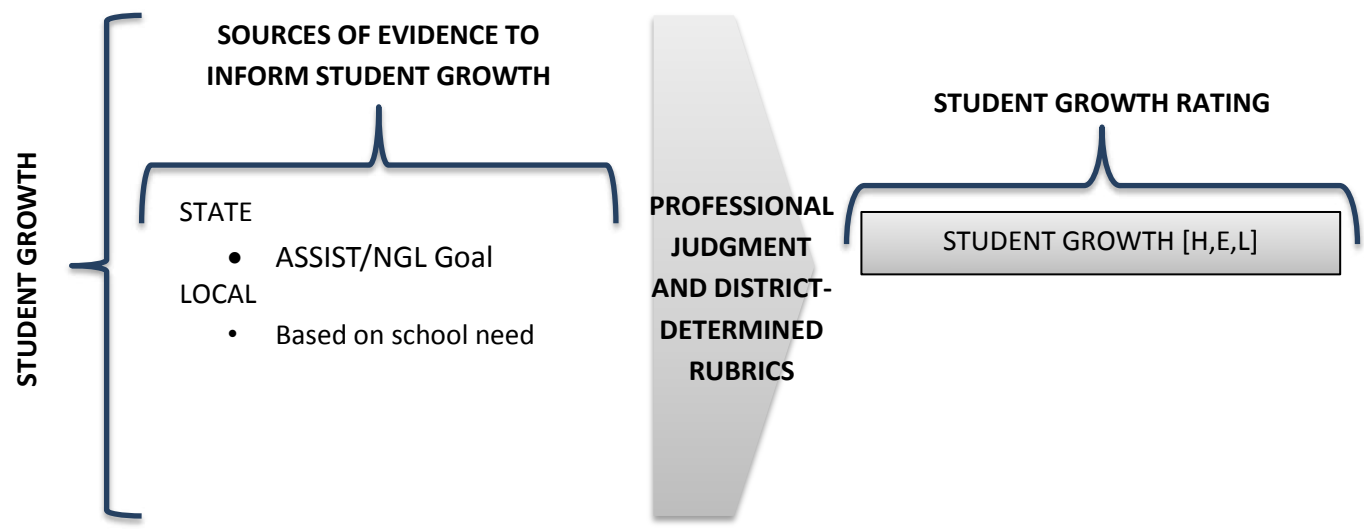


**Overall Student Growth Rating**

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.

- The state contribution and local contribution will be used to determine the overall Student Growth Rating.
- All ratings will be recorded in CIITS.
- Three years of student growth data (when available) will be used to determine overall Student Growth Rating
- In collaboration with the principal’s evaluator the following decision making rules will be used to determine low, expected, or high for the overall student growth rating. This decision should be determined either during a principal’s summative conference or prior to the end of the school year.

<b>Local Contribution</b>	H	E	H	H
	E	E	E	H
	L	L	E	E
		L	E	H
		<b>State Contribution</b>		



**Determining the Overall Performance Category**

A principal’s Overall Performance Category is determined by the evaluator based on the principal’s ratings on each standard, as well as student growth. Evaluators will use the following decision rules for determining the Overall Performance Category:

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

## GRIEVANCE PROCEDURE AND PERSONNEL

### EVALUATION APPEALS PANEL

#### Evaluation Appeals Panel 2014-2015

As required by KRS 156.101 and 704 KAR 3:345, Madison County Schools shall elect annually two (2) certified members to serve on the Personnel Evaluation Appeals Panel. The terms of office shall be for one (1) year and run from October 1 to September 30. The following certified teachers were elected by a district-wide majority vote:

**Sharon Graves**  
**Rhonda Orttenburger**

**Clark Moores Middle School**  
**Kit Carson Elementary**

**Alternates**

**Stephen Rupard**  
**Daniel Rogers**

**Glenn Marshall Elementary**  
**Madison Central High School**

**Board Appointed Certified Employees:**

**Dustin Brumbaugh**

**Alternate:**

**Randy Neeley**

Any teacher dissatisfied with a rating can appeal following a summative evaluation, within five (5) working days of the receipt of the evaluation. The employee has a right to a hearing, opportunity to review all documentation submitted by both parties reasonably in advance, right to presence of chosen representative and the opportunity to appeal to the KY Board of Education. **Please review the Board policies and procedures below for more information.**

**PERSONNEL 03.18**

**-CERTIFIED PERSONNEL-**

**Evaluation**

**DEVELOPMENT OF SYSTEM**

The Superintendent shall recommend for approval of the Board and the Kentucky Department of Education an evaluation system, developed by an evaluation committee, for all certified employees below the level of District Superintendent, which is in compliance with applicable statute and regulation.<sup>1</sup>

**PURPOSES**

The purposes of the evaluation system shall be to: improve instruction, provide a measure of performance accountability to citizens, foster professional growth, and support individual personnel decisions.

**NOTIFICATION**

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

**REVIEW**

All employees shall be afforded an opportunity for a review of their evaluations. All written evaluations shall be discussed with the evaluatee, and he/she shall have the opportunity to attach a written statement to the evaluation instrument. Both the evaluator and evaluatee shall sign and date the evaluation instrument.

All evaluations shall be maintained in the employee's personnel file.<sup>2</sup>

**APPEAL PANEL**

The District shall establish a panel to hear appeals from summative evaluations as required by law.<sup>1</sup>

**ELECTION**

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel.

**TERMS**

All terms of panel members and alternates shall be for one (1) year and run from October 1 to September 30. Members may be reappointed or reelected.

**CHAIRPERSON**

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

**APPEAL TO PANEL**

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

The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

## PERSONNEL 03.18 (Continued)

### Evaluation

#### **APPEAL FORM**

The appeal shall be signed and in writing on a form prescribed by the District evaluation committee. The form shall state that evaluation records may be presented to and reviewed by the panel.

#### **CONFLICTS OF INTEREST**

No panel member shall serve on any appeal panel considering an appeal for which s/he was the evaluator.

Whenever a panel member or a panel member's immediate family appeals to the panel, the member shall not serve for that appeal. Immediate family shall include father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws.

A panel member shall not hear an appeal filed by his/her immediate supervisor.

#### **BURDEN OF PROOF**

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

#### **HEARING**

The panel shall hold necessary hearings. The evaluation committee shall develop necessary procedures for conducting the hearings.

#### **PANEL DECISION**

The panel shall deliver its decision to the District Superintendent, who shall take whatever action is appropriate or necessary as permitted by law. The panel's written decision shall be issued within fifteen (15) working days from the date an appeal is filed. No extension of that deadline beyond April 25th shall be granted without written approval of the Superintendent.

#### **SUPERINTENDENT**

The Superintendent shall receive the panel's decision and shall take such action as permitted by law as s/he deems appropriate or necessary.

#### **HEARING**

The evaluation committee shall develop necessary procedures for conducting the hearing.

#### **REVISIONS**

The Superintendent shall submit proposed revisions to the evaluation plan to the Board for its review to ensure compliance with applicable statute and regulation. Upon adoption, all revisions to the plan shall be submitted to the Kentucky Department of Education for approval.

#### **REFERENCES:**

<sup>1</sup>[KRS 156.557](#), [704 KAR 003:345](#)

[OAG 92-135](#), Thompson v. Board of Educ., Ky., 838 S.W.2d 390 (1992)

#### **RELATED POLICIES:**

<sup>2</sup>03.15, 02.14, 03.16

Adopted/Amended: 09/14/2006

Order #: 6E.



**PERSONNEL 03.18 AP.11**

**-CERTIFIED PERSONNEL-**

**Appeals/Hearings**

**PURPOSE**

An Appeals Panel shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. Based on issues identified in an employee's appeal documentation, the Panel shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. 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**

Pursuant to Board Policy 03.18, any certified employee who believes that s/he was not fairly evaluated on the summative evaluation may appeal to the Evaluation Appeals Panel in accordance with the following procedures:

1. Both the evaluatee and evaluator shall submit copies of any appropriate documentation to be reviewed by members of the Appeals Panel in the presence of all three (3) members. The parties will exchange copies of documentation by or before the day it is submitted to the Panel. The members of the Appeals Panel will be the only persons to review the documentation. All documentation will be located in a secure place in the Central Office except during Appeals Panel meetings. Confidentiality will be maintained. Copies of the documentation as submitted to the Panel shall not be carried away from the established meeting by either parties involved or the Panel members.
2. The Panel will meet, review all documents, discuss, and prepare questions to be asked of each party by the Chairperson. Additional questions may be posed by Panel members during the hearing.
3. The Panel will set the time and place for the hearing, and the Chairperson will provide written notification to the appealing employee and his/her evaluator of the date, time, and place to appear before the Panel to answer questions.
4. Legal counsel and/or chosen representative (unless representative has a pending appeal) may be present during the hearing to represent either or both parties.
5. The hearing will be audio taped and a copy provided to both parties if requested in writing. The original will be maintained by the District.
6. Only Panel members, the evaluatee and evaluator, legal counsel, witnesses, and the employee's chosen representative will be present at the hearing.
7. Witnesses may be presented, but will be called one at a time and will not be allowed to observe the proceedings.
8. The Chairperson must receive written notice forty-eight (48) hours in advance if legal counsel will be present.

**Appeals/Hearings**

**HEARINGS**

The following procedures will be implemented during the hearings:

1. The Chairperson of the Appeals Panel will convene the hearing, review procedures, and clarify the Panel's responsibilities.
2. Each party will be allowed to make a statement of claim. The evaluatee will begin.
3. The evaluatee may present relevant evidence in support of the appeal.
4. The evaluator may present evidence in support of the summative evaluation.
5. The Panel may question the evaluatee and evaluator.
6. The Chairperson may disallow materials and/or information to be presented or used in the hearing when s/he determines that such materials and/or information is not relevant to the appeal or when the materials were not exchanged between the parties as provided in this procedure.
7. Each party (evaluator and evaluatee) will be asked to make closing remarks.
8. The chairperson of the Panel will make closing remarks.
9. The decision of the Panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:
10. Upholding all parts of the original evaluation.
11. Voiding the original evaluation or parts of it.
12. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
13. The chairperson of the Panel shall present the Panel's decision to the evaluatee, evaluator, and the Superintendent within fifteen (15) working days from the date the appeal is filed.
14. The Superintendent may take appropriate action consistent with the Panel's decision.
15. The Panel's decision and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file
16. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

Review/Revised:6/28/07

**PERSONNEL 03.18 AP.21**

**- CERTIFIED PERSONNEL -**

**Evaluation Appeal Form**

**INSTRUCTIONS**

*This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.*

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, attach extra sheet.

Date you received the summative evaluation \_\_\_\_\_

Name of Evaluator \_\_\_\_\_ Date \_\_\_\_\_

*I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review.*

\_\_\_\_\_

*Employee's Signature* *Date*

**RELATED PROCEDURES:**

- 03.18 AP.11
- 03.18 AP.12

Review/Revised:6/22/09