

Caverna Board of Education Certified Evaluation Plan

July 1, 2020

Cornelius Faulkner, Superintendent

Mission Statement

Caverna Independent School District will provide a quality education that prepares students to be productive College and Career Ready Citizens.

Vision

Committed

Individuals

Succeeding to create a better future: every student, every classroom, every day.

The complete Teacher and Administrator Performance Evaluation Policy Document for all certified personnel is on file in each school and the District's office and is available upon request to all employees or interested parties.

The Caverna Independent Schools do not discriminate on the basis of race, color, national origin, sex, religion, age or disability in the employment or the provision of services. Any and/or all questions or issues related to discrimination policies, procedures or practices are to be directed to the Office of Superintendent, Caverna Independent Board of Education, 1102 North Dixie Highway, Cave City, KY 42127, 1-270-773-2530.

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CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

Name of District: Caverna Independent
Telephone Number: (270) 773-2530
Fax: (270) 773-2533
Address: 1102 North Dixie Hwy.
 Cave City, KY 42127
Superintendent: Cornelius Faulkner
Designated Evaluation Contact Person: Amanda Abell

<u>50/50 COMMITTEE</u>		
	Members	Titles
<i>Administrators</i>		
1	<i>Cornelius Faulkner</i>	<i>Superintendent</i>
2	<i>Amanda Abell</i>	<i>Assistant Superintendent of Student Achievement</i>
3	<i>Susan Mathews</i>	<i>Director of Special Education</i>
4	<i>Chris Crain</i>	<i>Principal- Caverna High School</i>
5	<i>Frank Beauchamp</i>	<i>Principal- Caverna Middle School</i>
6	<i>Tyler Richardson</i>	<i>Principal- Caverna Elementary School</i>
<i>Teachers</i>		
1	<i>Brandon Croghan</i>	<i>Teacher- Caverna High School</i>
2	<i>Amanda Nutt</i>	<i>Teacher- Caverna High School</i>
3	<i>Terry Thorpe</i>	<i>Teacher- Caverna Middle School</i>
4	<i>Twana Hayes</i>	<i>Teacher- Caverna Middle School</i>
5	<i>Kenetha Scott</i>	<i>Teacher- Caverna Elementary School</i>
6	<i>Heather Gentry</i>	<i>Teacher- Caverna Elementary School</i>

Caverna Independent Board of Education

Chairman- Wayne Hatcher, Colisha Nuckols, Fred Paul, Marcia Witherspoon, Glaine Percell

Approved By Caverna Board of Education: _August 2020_

Approved By Kentucky Department of Education: _August 2020_

<u>Evaluation Appeal Panel Members</u>		
1	<i>Amanda Abell</i>	<i>Board Appointed Member, Chairperson</i>
2	<i>Nathan Wyatt</i>	<i>Board Appointed Alternate</i>
3	<i>April Bowersox McClaran</i>	<i>Staff Elected Member</i>
4	<i>Ellen Holley</i>	<i>Staff Elected Member</i>
5	<i>David Brooks</i>	<i>Staff Elected Alternate</i>
6	<i>Sherri Gilpin</i>	<i>Staff Elected Alternate</i>

Assurances

CERTIFIED SCHOOL CERTIFIED EVALUATION PLAN

The Caverna Independent hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators (KRS 156.557).

Name:

Title:

1-A	Cornelius Faulkner	Superintendent
2-A	Amanda Abell	Assistant Superintendent (Certified Evaluation Contact)
3-A	Susan Mathews	Director of Special Education
4-A	Chris Crain	Principal- Caverna High School
5-A	Frank Beauchamp	Principal- Caverna Middle School
6-A	Tyler Richardson	Principal- Caverna Elementary School
1-T	Brandon Croghan	Teacher- Caverna High School
2-T	Amanda Nutt	Teacher- Caverna High School
3-T	Terry Thorpe	Teacher- Caverna Middle School
4-T	Twana Hayes	Teacher- Caverna Middle School
5-T	Kenetha Scott	Teacher- Caverna Elementary School
6-T	Heather Gentry	Teacher- Caverna Elementary School

The evaluation criteria and process used to evaluate certified school personnel shall be explained to and discussed with the evaluatee no later than the end of the evaluatee's first thirty (30) calendar days of reporting for employment each school year. (704 KAR 3:370)

All certified school personnel who have not attained continuing service status shall receive an annual summative evaluation and shall incorporate the formative data collected during the Kentucky Teacher Internship Program (if funded). (KRS 156.557)

All certified school personnel who have attained continuing service status shall receive a summative evaluation at least once every three (3) years. (KRS 156.557)

Each evaluator will be trained, tested, and approved in the use of appropriate evaluation techniques (KRS 156.557).

This plan requires a summative evaluation of certified school personnel to be documented in writing and to be included in the evaluatee's official personnel record. (704 KAR 3:370)

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative (KRS 156.557).

The evaluation plan process will not discriminate on the basis of age, race, color, national origin, religion, sex, disability, or any other protected characteristic, as required by all applicable federal, state, and local law.

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on August 13, 2020. (704 KAR 3:370)



Signature of District Superintendent



Signature of Chairperson, Board of Education

8/13/20

Date

8/13/20

Date

CODE OF ETHICS

704 KAR 20:680

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

Section 1. Certified personnel in the Commonwealth:

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

To Students

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

To Parents

1. Shall make reasonable effort to communicate to parents information which should be revealed in the interest of the student;
2. Shall endeavor to understand community cultures and diverse home environments of students;
3. Shall not knowingly distort or misrepresent facts concerning educational issues;
4. Shall distinguish between personal views and the views of the employing educational agency;
5. Shall not interfere in the exercise of political and citizenship rights and responsibilities of others;
6. Shall not use institutional privileges for private gain, for the promotion of political candidates, or for partisan political activities; and
7. Shall not accept gratuities, gifts, or favors that might impair or appear to impair professional judgment, and shall not offer any of these to obtain special advantage.

To the Education Profession

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

Section 2.

Violation of this administrative regulation may result in cause to initiate proceedings for revocation or suspension of Kentucky certification as provided in KRS 161.120 and 704 KAR 20:585. (21 Ky.R. 2344; eff. 5-4-95.) Attainment of other established EPSB standards not included in the plan. [704 KAR3:345 7(2)]

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:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee's accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Corrective Action Plan:** A plan that will be utilized when a teacher has not met the goals and objectives in the teacher's growth plan outlined in the Caverna Certified Evaluation Plan, or when the evaluator needs to address a specific problem in the employee's performance.
7. **Corrective Action Plan Assistance Team:** A team whose primary purpose is to offer assistance and support to an employee whose performance or job-related behaviors are in need of improvement.
8. **Directed Growth Plan:** A plan that will be utilized for teachers scoring below accomplished in their overall summative rating as outlined in the Caverna Certified Evaluation Plan.
9. **Evaluatee:** A certified school personnel who is being evaluated.
10. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
11. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
12. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
13. **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.
14. **Job Category:** A group or class of certified school personnel positions with closely related functions.
15. **Mini Observation:** An observation conducted by a certified observer for at least 20-30 minutes in length.
16. **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.
17. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
18. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
19. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.

20. **Peer observation:** Observation and documentation by certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **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.
23. **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.
24. **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.
25. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
26. **Overall summative 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.
27. **Self-Reflection:** 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.
28. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
29. **Student Voice Survey:** The student perception survey provided by the district 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 instructional environment and professional practice of the teacher or other professional evaluatee.
30. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
31. **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.
32. **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.

Caverna Independent

Professional Growth and Effectiveness System

Certified Teachers, Administrators, and Other Professionals

OVERVIEW

Caverna Independent Schools has developed a professional growth and effectiveness system to ensure every student is taught by an effective teacher and every school led by an effective leader. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

CERTIFIED EVALUATION GUIDELINES

FORMATIVE:

1. **To improve overall instruction.**
2. **To encourage certified employees to improve their performance.**
3. **To identify the strengths and weaknesses of the individual.**
4. **To assist the individual in developing and implementing a program of growth in identified areas of weaknesses.**
5. **To promote continuing professional development.**

The Formative stage will be a continuous cycle of gathering evaluation information based on predetermined criteria in the district plan. All observations or monitoring of performance of certified employees shall be conducted openly and with the full knowledge of the teacher or administrator.

SUMMATIVE:

1. **To provide a measure of accountability.**
2. **To support individual personnel decisions.**
3. **To evaluate all certified personnel in the school district in a non-discriminatory manner.**

The Summative stage includes a summary of all the information gathered during the formative stage. All summative evaluations (except for the Superintendent) shall be in writing on the district evaluation form. A copy shall be provided to each person evaluated. The Summative Evaluation and any written responses to evaluations shall become a part of the official personnel record. Administrators will determine the overall performance category of Ineffective, Developing, Accomplished or Exemplary based on the overall summative rating. Based on the overall summative rating, administrators will help tenured teachers determine the type of Professional Growth Plan and the length of the summative cycle. The administrator will complete all parts of the Summative Evaluation Instrument.

It is the intent of the District that all certified employees meet the District's standards to continue their employment. In the case of non-tenured employees, the evaluator should not recommend the employee for tenure unless the employee meets the District's standards in all categories. In the case of tenured certified employees, it is expected that the employee shall meet the District's standards in all categories. A Directed Growth Plan for any standard that is not met shall be written for any employee whose contract is renewed. Each Directed Growth Plan shall be developed under the direction and guidance of the school principal or primary evaluator. An employee with a continuing contract who does not meet the District's standards shall have a Corrective Action plan. The Caverna Independent Corrective Action Plan Protocol will be utilized when a teacher has not met the goals and objectives in the teacher's growth plan outlined in the Caverna Certified Evaluation Plan, or when the evaluator needs to address a specific problem in the employee's performance. A Corrective Action Plan Assistance Team will be formed and the protocol will be followed.

Certified Evaluation Plan Special Notes

1. Orientation of all certified staff and administrators to the evaluation plan, including the criteria on which certified staff are evaluated, must be conducted no later than the end of the first thirty (30) calendar days of reporting for employment for each school year.
2. The immediate supervisor of the certified school employee shall be designated as the primary evaluator unless otherwise designated by the immediate supervisor. Additional trained administrative personnel may be used to observe and provide information to the primary evaluator.
3. Special education, speech, and/or preschool teachers may be evaluated by the Director of Special Education and/or the Principal at the discretion of the Principal.
4. Teachers that are split between two buildings will be assigned to the primary evaluator in the school in which they spend the largest percentage of their time or as designated by the District PGES Coordinator.
5. Teachers will be notified of their primary evaluator during the evaluation orientation.
6. All evaluations shall be signed by the evaluator and evaluatee indicating that the evaluation has been seen and a conference held. A copy of all evaluations on district forms will be given to the person evaluated. All summative evaluations (except for the superintendent) will be in writing on district forms and will become a part of the individual's official personnel file.
7. Observation windows, timelines, and other requirements in this Certified Evaluation Plan may be adjusted by the primary supervisor in special circumstances where the evaluatee has been absent due to extenuating circumstances or is a late hire. The Primary Evaluator may reduce the number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluates who do not report for work 60 or more consecutive school days. The supervisor will submit a Modified CEP Timeline for TPGES/OPGES form or the Modified CEP Timeline for PPGES form within 5 working days of the evaluatee's return to work. The superintendent or other designee should approve the form and notify the evaluatee within 5 additional working days.
8. Administrators and District Certified will be evaluated annually by the superintendent or by the superintendent's designee following the requirements of the Principal and District Certified evaluation system.
9. District Certified Staff who do not meet the KDE definition of Teachers, Other Professionals, Principals, or Assistant Principals will continue to follow the existing evaluation protocols for District Certified and will include a professional growth plan. District Certified Evaluation Forms are included in the district technology platform.
10. The Superintendent will be evaluated annually by the local school board following the process and procedures outlined in the district created Superintendent Professional Growth and Effectiveness System.
11. Pre-School teachers will complete all teacher requirements for PGES using the Kentucky Framework for Teaching, however pre-school teachers and administrators will refer to the "TPGES Guidance for Pre-School" document posted on the Kentucky Department of Education website for further examples of accomplished and exemplary performance in the pre-school classroom.
12. Any references in certified evaluation plan regarding "in person" meetings for conferences utilized to discuss the summative evaluation, PLCs, peer feedback protocols, or post conferences can be modified to be conducted via a digital platform. Summative evaluation summary sheets can be signed, scanned, and sent to employees to sign and return.
13. Observations can include live virtual instruction conducted by teachers and/or other professionals.

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:

Framework for Teaching

Planning and Preparation

Classroom Environment

Instruction

Professional Responsibilities

Specialist Frameworks for Other Professionals

Planning and Preparation

Environment

Instruction/Delivery of Service

Professional Responsibilities

The 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 is situated within one or more of the four domains of the framework. Performance is rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating is 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 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 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

Additional Sources of Evidence

- Other Measures of Student Learning
- Perception Data (e.g., student voice data)
- Products of Practice
- Other Sources of Evidence (e.g., surveys, walk-thrus, letters and memos)

All components and sources of evidence will be considered to inform the educator's overall summative rating. All Summative Ratings will be recorded in the district-approved platform.

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 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.

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.

Required for all Caverna Independent Teachers and Other Professionals

- ✓ All teachers, including alternative settings, and other professionals will participate in self-reflection and professional growth planning each year.
- ✓ All teachers and other professionals will document self-reflection and professional growth planning in the District-approved platform.
- ✓ All teachers will self-reflect by reviewing a video lesson at the beginning and end of the year. The video will be shared during the professional learning community for peer support/feedback utilizing the PLC peer review protocol.
- ✓ All teachers will establish two professional growth goals from domain 2 or domain 3. (Administrators may require an additional professional growth goal as needed from domain 1 or domain 4.

Self-Reflection and Professional Growth Plan must be approved by the end of the 1st nine-week grading period (or 30 days after reporting for employment for late hires) and must be submitted through the District-approved platform. Teachers must include a rationale only if they mark themselves Ineffective (I) or Developing (D).

TIMELINE FOR SELF/REFLECTION/PGP

30 Instructional Days after the 1st Day of School	<p>Teacher/Other professional reflects (video) on his/her current growth needs based on data and identifies an area of focus.</p> <p>Self Reflection and PGP are due 30 instructional days after 1st day of school and will be approved by the Primary Evaluator by the end of the 1st 9 weeks. (Late hires will be required to submit the self-reflection and PGP 30 days after reporting for employment)</p> <p>Teacher/Other professional will continue to collaborate with his/her Primary Evaluator develops growth plan and action steps</p>
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2nd Nine Weeks	Implementation/Reflection on progress and impact of the plan on his/her professional practice.
3rd Nine Weeks	Modifies plan as appropriate. Continued implementation and ongoing reflection.
4th Nine Weeks (Prior to April 25th)	Summative reflection (video) on the degree of goal attainment and implications for next steps.

**Timeline will be tentative based on any adjustment of the calendar year.*

Observation

The observation process is one source of evidence to determine teacher effectiveness that includes both supervisor and peer support/feedback for each certified teacher. 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 calculate a summative rating. Peer support/feedback 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 support team. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

Observation Model

Required for all Caverna Independent Teachers and Other Professionals

The observation model must fulfill the following minimum criteria:

- ✓ Three (3) observations in the summative cycle. (Summative Cycle Options: 3 year Self-Directed Growth Plan or 1 year Directed Growth Plan) A minimum of 3 observations (2 mini and 1 full) conducted by the supervisor.
- ✓ The required peer support/feedback occurs each year in the PLC. (PLC protocol for video peer review will be utilized.)
- ✓ One mini or full observation is required for each teacher each year.
- ✓ Final observation must be a full observation conducted by the supervisor in the summative year.
- ✓ All observations must be documented in the District-approved platform.

Caverna Independent School Progressive Model

A minimum of two mini observations of approximately 20-30 minutes each will be conducted by the primary evaluator. Mini observations will be targeting the professional growth plans and any areas deemed necessary by the evaluator. The final observation is a full/formal observation consisting of a full class or lesson. The full observation will address all components in domain 2 and 3.

- ✓ Non-tenured will be in a 1 year Directed Growth Plan Summative Cycle with an annual Summative Review. This includes one full observation and 2 mini observations by the supervisor each year.

- ✓ Tenured will be placed Summative Cycles according to the Professional Growth Plan and Summative Cycle Matrix which is based on the overall summative rating.

Observation Conferencing

Required for all Caverna Independent Teachers and Other Professionals

Observers will adhere to the following observation conferencing requirements

- ✓ Mini observations may be announced or unannounced.
- ✓ Post conferences will be completed in person for all full observations within 5 working days of the observation.
- ✓ Post conferences for mini observations will be conducted through electronic, written, or personal correspondence within 5 working days of the observation.
- ✓ The summative evaluation conference shall be held at the end of the summative evaluation cycle prior to April 25.
- ✓ Pre-conferences are not required for mini observations by the primary evaluator and will be conducted at the discretion of the primary evaluator.
- ✓ Pre-conferences are required for full observations. The administrator may determine that the pre-conference (at least one day prior) may be conducted through electronic, written, or personal correspondence.

Observation Schedule

Required for all Caverna Independent Teachers and Other Professionals

- ✓ Observations may begin 30 calendars after reporting for employment and the Certified Evaluation Orientation.

Observation and Evaluation Timeline

STEPS	PROCESS	TIMELINE
Step 1	ORIENTATION: The evaluation criteria and process used to evaluate certified school personnel shall be explained and discussed with certified school personnel within 30 calendar days of reporting for employment.	Within 30 calendar days of reporting for employment
Step 2	PRE-OBSERVATION CONFERENCE: Principal will hold a pre-observation conference for all <u>full</u> observations at least one day prior to the full observation using electronic, written, or face-to-face correspondence. Primary Evaluator will hold a pre-observation conference for mini-observations at his/her discretion.	At least one day prior to observation
Step 3	All mini observations must be conducted prior to the full observation and will be used to collect formative data. One Year Cycle: <ul style="list-style-type: none"> • Mini observations for teachers and other professionals that are evaluated annually will be conducted prior to the full observation. • At least one mini observation by the administrator will be conducted prior to December 1. Three Year Cycle: <ul style="list-style-type: none"> • Mini observations by the administrator will occur prior to the full observation and may occur in year 1 and/or year 2 of the cycle. 	<ul style="list-style-type: none"> • Full observation must follow the mini observations and be conducted prior to April 20.

Step 4	Post Observation Conferences must be conducted in person after <u>each full</u> observation and through electronic, written, or personal correspondence after <u>each mini</u> observation.	Within 5 working days of the observation
Step 5	SUMMATIVE EVALUATION: Evaluator completes evaluation summary. Evaluator and Evaluatee will sign the summative evaluation summary and a copy shall be provided to the Evaluatee. The summative evaluation and any written responses shall be filed at the Central Office and become a part of the official personnel record.	Prior to April 25
Step 6	SUPERINTENDENT RECOMMENDATION: Evaluator recommends re-employment/termination to superintendent	Prior to May 1
Late Hires	Anyone hired within the first 30 days will be on the approved cycle. The evaluation cycle will be adjusted at the superintendent/designee's discretion for late hires.	Superintendent/designee's Discretion

**All dates are tentative based upon the adjustments of the calendar year. The district may reduce the number of minimum observations of a teacher of other professional during the summative evaluation cycle if the evaluatee does not report for work 60 or more consecutive school days due to a late hire or extenuating circumstances. The supervisor will submit a Modified CEP Timeline for TPGES/OPGES form or the Modified CEP Timeline for PPGES form within 5 working days of the evaluatee's return to work. The superintendent or other designee should approve the form and notify the evaluatee within 5 additional working days.*

Observer Certification

All administrators serving as a primary evaluator must complete the required Initial and Continuing Certified Evaluation Training prior to conducting observations for the purpose of evaluation. All evaluators will receive a minimum of 6 hours of EILA approved evaluation training annually. (704 KAR 3:370)

To ensure consistency of observations, evaluators will complete observer certification provided by the district and calibrate each year using the district-approved training system. This system will allow observers to develop a deep understanding of how the four domains of the Kentucky Framework for Teaching (FFT) are applied in observation.

Required Certification

- ✓ All primary evaluators will complete the approved certification platform by October 1 of the year they are hired. If a primary evaluator fails to successfully complete the certification process by the October 1 date, the Superintendent or designee will assign a substitute observer to conduct observations with the primary evaluator present during the observations. The data provided by a substitute observer is considered a valid source of evidence only if the primary evaluator was present in the observation.
- ✓ The October 1 timeline will be adjusted for primary evaluators that are hired after opening day to allow 30 calendar days to complete the initial certification assessment.
- ✓ Once the non-certified primary evaluator obtains certification, he/she will assume all duties of the evaluation process.

Peer Support/Feedback

Required for all Caverna Independent Teachers and Other Professionals

The peer support/feedback system will observe, collect, share evidence, and provide feedback for formative purposes only and used as a part of the evaluation evidence at the teacher's discretion. Peer support will be utilized each year through the professional learning communities. PLCs will review a video lesson to provide peer feedback utilizing the video peer review protocol. Teachers in the professional learning community will be trained on using the video peer review protocol by the administrator.

Student Voice

The Student Voice Survey is a confidential survey that collects student feedback on specific aspects of the classroom experience and teaching practice.

Required for all Caverna Independent Teachers

(Other Professionals at the discretion of the evaluator)

- ✓ Teachers in grades 3-12 will participate in the district provided Student Voice Survey in the fall and spring with a minimum of one identified group of students.
- ✓ Student selection for participation will be determined by the administrator and must be consistent across the district. At least 80% of students assigned to each course load.
- ✓ Results will be used to inform Professional Practice.
- ✓ Formative years' data will be used to inform Professional Practice in the summative year.
- ✓ The survey will be administered in the school during school hours.
- ✓ Survey data will only be considered when 10 or more students are respondents.
- ✓ Students must be enrolled for fifteen (15) days in order to be assigned to that teacher.
- ✓ Process for Equal Access for ALL students: Accommodations will be made for all students such as readers or the use of technological devices as stated in their Individualized Education Plans. An assigned proctor will read and record the student's responses on the Student Voice Survey. Accommodations for special requirements such as blind, non-verbal, or hearing-impaired students will be made in accordance with student voice and special education guidelines
- ✓ Evaluators will use discretion in determining which other professionals and alternative setting teachers will participate in the student voice survey due to the inconsistency in the groups of students and irregular timeline.

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 or other professional's practice within the domains.

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

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

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

- ✓ Program Review evidence
- ✓ Student voice survey(s)
- ✓ Implementation of school-developed curriculum units
- ✓ Lesson plan documentation with the instructional process
- ✓ Implementation of the instructional process
- ✓ Communication with families
- ✓ Lesson reflections
- ✓ Timely, targeted feedback from mini or informal observations
- ✓ Student data records
- ✓ Student work
- ✓ Analysis of student work samples
- ✓ Formative student data
- ✓ Student formative and/or summative course evaluations/feedback and walkthroughs
- ✓ Engagement in Professional Learning Communities
- ✓ Teacher feedback to students
- ✓ Teacher interviews
- ✓ Teacher contribution to committees or teams
- ✓ Results of parent involvement activities
- ✓ Records of teacher attendance
- ✓ Written reports from teachers department directors
- ✓ Video lessons
- ✓ Engagement in professional activities or organizations
- ✓ Action research
- ✓ **Student Growth (i.e. universal screening data, state assessment data, proficiency rubrics)**

Letters and Memos

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

Determining the Overall Summative Rating

Supervisors are responsible for determining an Overall Summative Rating for each teacher at the conclusion of the summative evaluation year. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the 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. Supervisors will organize and analyze evidence for each individual educator based on these concrete descriptions of practice.

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

Required:

- ✓ Provide a summative rating for each domain based on required sources of evidence and other sources of evidence.
- ✓ All ratings must be recorded in the district-approved platform and the evaluations submitted on the approved forms will become part of the official personnel file.
- ✓ An opportunity for written response shall be included in the official personnel record
- ✓ A copy of the evaluation will be provided to the evaluatee.
- ✓ An educator's Overall summative rating is determined using the following steps:
 1. Determine the rating (Ineffective, Developing, Accomplished, and Exemplary) for each performance measure (Planning, Environment, Instruction, and Professionalism) through the use of sources of evidence and professional judgment.
 2. Apply Decisions Rules for determining an educator's Overall summative rating.

CRITERIA FOR DETERMINING A TEACHER'S OVERALL SUMMATIVE RATING

If...	Then...
Performance Measures <u>Environment</u> AND <u>Instruction</u> are rated INEFFECTIVE	Overall Summative Rating shall be INEFFECTIVE
Performance Measure <u>Environment</u> OR	Overall Summative Rating shall be

<u>Instruction</u> are rated INEFFECTIVE	DEVELOPING OR INEFFECTIVE
If any of the Performance Measures are rated INEFFECTIVE	Overall Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Overall Summative Rating shall be DEVELOPING OR ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED OR EXEMPLARY

Professional Growth Plan and Summative Cycle

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

Professional Growth Plan and Cycle for Tenured Teachers and Other Professionals		
Overall summative rating	Accomplished/ Exemplary	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN -Goals set by teacher with evaluator input -Plan activities are teacher directed and implemented with colleagues. -Formative review annually -Summative occurs at the end of year 3.
	Developing	ONE-YEAR CYCLE DIRECTED GROWTH PLAN -Goal(s) Determined by Evaluator -Goals focus on professional practice and student growth -Plan activities designed by evaluator with teacher input -Summative review annually
	Ineffective	ONE YEAR DIRECTED GROWTH PLAN with short term intervals -Goal determined by evaluator -Goals focused on low performance/outcome area -Plan activities designed by evaluator with educator input -Formative review at midpoint -Summative at end of plan -Corrective Action Plan will be utilized if growth is not documented

Directed Growth Plan

The Caverna Independent Directed Growth Plan will be utilized for teachers scoring below accomplished in their overall summative rating as outlined in the Caverna Certified Evaluation Plan. The Directed Growth Plan will be constructed by the Primary Evaluator and teacher. The professional

growth goal and student growth goal will be determined by the Primary Evaluator. The activities will be designed by the Primary Evaluator with input from the teacher. A teacher on a Directed Growth Plan will receive a summative review annually.

Corrective Action Plan

<p>The Caverna Independent Corrective Action Plan Protocol will be utilized when a teacher has not met the goals and objectives in the teacher's growth plan outlined in the Caverna Certified Evaluation Plan, or when the evaluator needs to address a specific problem in the employee's performance. Specific assistance and action steps will be identified and progress monitored. A Corrective Action Plan Assistance Team will be formed and the protocol below will be followed. A Corrective Action Plan Assistance Team is defined as a team whose primary purpose is to offer assistance and support to an employee whose performance or job-related behaviors are in need of improvement.</p>	
<p><u>The purpose of the Assistance Team will be to:</u></p> <ul style="list-style-type: none"> -Identify those areas and/or standards where improvement is needed -Develop a plan of action for improvement in those areas identified. -Provide the necessary support and resources to assist the employee. -Monitor the progress of the employee during the process. -Make recommendations concerning next steps and future courses of action. 	<p><u>The Assistance Team will be comprised of the following members:</u></p> <ul style="list-style-type: none"> -The Evaluatee (Teacher or Staff Member) -The Building Principal and/or Assistant Principal -The appropriate District Director(s) (Instruction-Curriculum, Special Ed, Pre-School, etc.) -The Director of Personnel or Designee (will be primarily involved when process is initiated and when next steps are considered) -Other Resource Personnel as needed
<p><u>The purpose of the first meeting should be for construction of the Action Plan including:</u></p> <ul style="list-style-type: none"> -Identify the problem -Communicate expectations -Explain the process -Communicate the potential outcomes of the process -Identify strategies needed to correct the problem -Identify and coordinate appropriate resources to assist the staff member -Determine a monitoring process -Schedule observations and next meetings 	<p><u>Meeting Guidelines:</u></p> <ul style="list-style-type: none"> -The meeting should be chaired by the appropriate Director. -Comments by members of the Assistance Team should be directed to the staff member. -Classroom observations should be discussed with the teacher during a post-observation conference as opposed to waiting until the Assistance Team meeting. Those discussions may be summarized at the Assistance Team meeting, but not discussed for the first time or in detail.
<p><u>Possible Outcomes:</u></p> <ul style="list-style-type: none"> <u>-The desired improvements occur and the Assistance Team is disbanded.</u> <u>-Some improvement is noted, and the Assistance Team process is continued.</u> <u>-It becomes obvious that the desired improvements or change of behavior will not or cannot occur, then termination may be considered by the Primary Evaluator.</u> 	<p><u>Suggested Timeline:</u></p> <ul style="list-style-type: none"> -After a teacher has not met the goals and objectives in the teacher's growth plan outlined in the Caverna Certified Evaluation Plan, or when the evaluator needs to address a specific problem in the employee's performance, the Principal shall request a meeting with the Assistance Team to develop a formal Improvement/Corrective Action Plan with the teacher. -The 1st meeting shall take place within 10 working

	<p>days after the request to construct the Action Plan.</p> <p>-The Principal will conduct an observation within 10 days after the Action Plan has been constructed and a post-conference will occur within 2 working days.</p> <p>*The Principal may do multiple observations prior to the next established review meeting.</p> <p>-The 1st established review meeting with the CAP Assistance Team shall occur within 15 days after the initial meeting. If deemed necessary, recurring meetings shall occur in 15 day intervals.</p>
<p><u>Other Recommendations and/or Considerations:</u></p> <p>-Evidence during the Assistance Team process must be reflected on both formative and summative evaluations.</p> <p>-Multiple observations and/or classroom visits will occur between Assistance Team meetings.</p> <p>-The principal and/or Director should maintain regular contact with the staff member between Assistance Team meetings.</p> <p>- Up to three areas of concern may be identified unless the teacher and Assistance Team agree it is necessary to include more than three areas of concern.</p>	

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM



Professional Growth and Effectiveness System – Principal and Assistant Principal

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. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluated:** District/School personnel that are being evaluated.
5. **Observation/School Site Visits:** Provides information on a wide range of contributions made by principals. Observations/school site visits may range from watching how a principal interacts with others, to observing programs and shadowing the administrator.
6. **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
7. **Performance Levels:** General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
8. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
9. **Professional Standards:** Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include:
 - Mission, Vision, and Core Values
 - Ethics and Professional Norms
 - Equity and Cultural Responsiveness
 - Curriculum, Instruction and Assessment
 - Community of Care and Support for Students
 - Professional Capacity of School Personnel
 - Professional Community for Teachers and Staff
 - Meaningful Engagement of Families and Community
 - Operations and Management
 - School Improvement
10. **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
11. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
12. **Surveys:** Tools used to provide information to principals about perception of job performance.
13. **IMPACT 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.
14. **Working Conditions Goal:** Goal that connects the IMPACT KY data to the Principal Performance Standards and impacts working conditions within the school building.

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

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 Professional Standards for Educational Leaders.

Professional Standards for Educational leaders

Principals will be evaluated utilizing Professional Standards for Educational Leaders (formerly ISLLC). The Standards embody a research- and practice-based understanding of the relationship between educational leadership and student learning.

Improving student learning takes a holistic view of

leadership. In all realms of their work, educational leaders must focus on how they are promoting

the learning, achievement, development, and well-being of each student. The Standards reflect

interdependent domains, qualities and values of leadership work that research and practice suggest are integral to student success:

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Evidence supporting a principal's professional practice will be situated within one or more of the 10 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 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. In practice, these domains do not function independently but as an interdependent system that propels each student to academic and personal success. They, and the Standards that represent them, can be understood in three related clusters. The first cluster is Curriculum, Instruction and Assessment, and Community of Care and Support for Students. The second cluster is Professional Capacity of School Personnel, Professional Community for Teachers and Staff, Meaningful Engagement of Families and Community, and Operations and Management. The third cluster is Mission, Vision and Core Values, Ethics and Professional Norms, and Equity and Cultural Responsiveness. The domain of School Improvement affects all of the clusters, which together reflect a theory of how educational leader practice influences student achievement.

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
- Working Conditions Goal (IMPACT Survey and midpoint survey)

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

- Other Measures of Student Learning
- Products of Practice
- Other Sources such as CSIP, PD Plans, Budgets, additional surveys, PBIS/discipline data, Program Reviews etc.

Professional Practice

The following sections provide a detailed overview of the various sources of evidence used to inform Overall summative ratings.

Professional Growth Planning and Self-Reflection – completed by principals & assistant principals

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

Required Yearly:

- All principals and assistant principals will participate in self-reflection and complete their professional growth plan by September 15. For principals hired after the start of the school year, the self-reflection must be completed within 30 working days. Principals and Assistant Principals will utilize the Reflective Practice, and Professional Growth Planning Template. The professional growth plan must be approved by the Superintendent.

Timeline for submission of PGP for principals/assistant principals

Principal/Assistant Principal PGP Timeline

Will be completed by:	
Within the first 30 calendar days of reporting for work	Superintendent or designee reviews expectations of PPGES and complete the CEP orientation.
September 15	Principal/Assistant Principal complete self-reflection and professional growth plan
December 31	Superintendent or designee conducts first site visit.
March/April	Completion of IMPACT survey during spring window.
April 1	Superintendent or designee conducts second site visit.
May 1	Overall Professional Performance Ratings Assigned and Summative Evaluation

A modified timeline for PPGES may be established for staff hired late or on extended leave. A reasonable timeline may be set by the supervisor within 5 working days of the principal's hire or return to work. The Superintendent or designee (if not the supervisor) will receive and approve this form within an additional 5 working days.

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/designee may gain insight into the principal's practice in relation to the standards. During a site visit, the superintendent/designee 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.)
- First site visit will be conducted before December 31st of the school year. The second site visit will be conducted by April 1st of the school year. Site visits will be documented on the Site Visit documentation form and will be signed by the principal and superintendent.
- Conferences following a site visit will occur within 5 working days of the visit.
- Each site visit will include the completion of the approved site visit form, which includes connectivity to the Principal Performance Standards, comments, and next steps for principals. (Appendix A)
- Assistant principals will receive at least one formative conference each year with their principal using the approved Principal PGES Site Visit Form for the purpose of reflecting on current practice and making next-step goals. (Appendix A)

Conference Expectations:

Following First Site Visit (prior to December 31):

- Discuss purpose of meeting
- Discuss reflection of data
- Discuss Student Growth utilizing sources of data (universal screeners etc...)
- Discuss reflections of the Principal Performance Standards
- Discuss and come to agreement on the Professional Growth Goal and Action Plan
- Questions/Concerns/Comments

Following Second Site Visit (by April 1)

- Discuss purpose of meeting
- Discuss site visit and provide feedback
- Share progress toward Student Growth data and Professional Growth Goal
- Discuss progress of each standard and determine if any other documentation is needed
- Discuss overall rating based on Professional Practice
- Questions/Concerns/Comments

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 IMPACT 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 IMPACT Kentucky Survey.
- Each principal in collaboration with the superintendent/designee will develop at least ONE working conditions goal based on the most current IMPACT Kentucky Survey data.
- If a principal does not have IMPACT data, due to lack of participation by staff, the principal will use district IMPACT data to create a working conditions goal OR complete a similar survey with staff to determine an area of need.
- Once a principal identifies a working condition goal based on the IMPACT survey, he/she will connect the survey item to one or more of the Principal Performance Standards, write a goal and create an action plan to implement over a two-year period.
- When creating the Working Conditions Goal rubric, the principal will include the target percentage in the "Accomplished" range of the rubric. Other ranges in the rubric shall be established in collaboration with the superintendent.
- A mid-point survey be utilized to monitor progress on the working conditions goal.
- A mid-point review of the Working Conditions Goal may include one or more of the following: physical evidence to show that strategies and actions in the plan have been completed and/or started, a follow-up survey with staff members to indicate an increase in agreement with the targeted IMPACT statement, or conversations with the supervisor documented on the mid-year conference form.
- A Working Conditions Goals Rubric will be used to identify performance level. The rubric will be a collaborative effort using the categories of Ineffective, Developing, Accomplished, and Exemplary. Rating scale for the rubric will reflect growth in + or – 10% scale. If the goal is set at less than 10% more than the baseline score, then the principal and supervisor will set a revised rubric to accommodate the goal in a comparable way.

Exemplary: Above accomplished goal

Accomplished: + 10% of goal

Developing: baseline set for goal

Ineffective: below baseline

Example follows: A principal has identified a WCG area and has set a goal to increase from 21% to 50% agreement on the identified question(s). The rubric rating for this goal with a built in range of + or – 10% for this particular goal will be 5% (10% of 50%):

Exemplary: Above 55% agreement

Accomplished: 45-55% agreement

Developing: 22-44% agreement

Ineffective: 21% or below agreement

Products of Practice/Other Sources of Evidence

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

- ✓ SBDM minutes
- ✓ Faculty Meeting agendas and minutes
- ✓ Department/Grade Level agendas and minutes
- ✓ PLC agendas and minutes
- ✓ Leadership Team agendas and minutes
- ✓ Instructional Round/Walk-through documentation
- ✓ Budgets
- ✓ EILA/Professional learning experience documentation
- ✓ Surveys
- ✓ Professional Organization memberships

- ✓Parent/Community engagement surveys
- ✓Parent/Community engagement events documentation
- ✓School schedules
- ✓Other evidence as deemed appropriate by district
- ✓ **Student growth data (i.e. state data, universal screener data, etc...)**

Letters and Memos

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

Determining the Overall summative rating

The superintendent or designee is 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.

Required:

Use decision rules to determine an overall rating. Record ratings in District-approved platform following the summative conference by May 1st of each year. All summative ratings must be recorded in the district-approved platform. A summative evaluation conference shall be held at the end of the summative evaluation cycle by May 1 and shall include all applicable Professional Growth & Effectiveness data. The summative ratings for professional practice will be recorded in the PPGES Site Visit & Summative Form. The summative form will be printed and signed to become part of the official personnel file. A copy of the evaluation will be provided to the evaluatee. An opportunity for written response shall be included in the official personnel record.

A principal's Overall Summative Rating is determined by the evaluator based on the principal's ratings on each performance measure.

Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating (Exemplary, Accomplished, Developing, Ineffective) for each performance measure (Planning, Environment, Instruction, and Professionalism.)

Performance Criteria	Performance Measures			
	Planning	Environment	Instruction	Professionalism
Principal Professional Standards	<u>Standard 1</u> Mission, Vision, and Core Values <u>Standard 9</u> Operations and Management <u>Standard 10</u> School Improvement	<u>Standard 3</u> Equity and Cultural Responsiveness <u>Standard 7</u> Professional Community for Teachers and Staff	<u>Standard 4</u> Curriculum, Instruction, and Assessment <u>Standard 5</u> Community of Care and Support for Students <u>Standard 6</u> Professional Capacity of School Personnel	<u>Standard 2</u> Equity and Professional Norms <u>Standard 8</u> Meaningful Engagement of Families and Community

Next, the evaluator will use the following decision rules for determining the Overall Summative Rating:

If...	Then...
Performance Measures <u>Environment</u> AND <u>Instruction</u> are rated INEFFECTIVE	Overall Summative Rating shall be INEFFECTIVE
Performance Measure <u>Environment</u> OR <u>Instruction</u> are rated INEFFECTIVE	Overall Summative Rating shall be DEVELOPING OR INEFFECTIVE
If any of the Performance Measures are rated INEFFECTIVE	Overall Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Overall Summative Rating shall be DEVELOPING OR ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED OR EXEMPLARY

Professional Growth Plan and Summative Cycle

Decision Rules for Overall Summative Rating of Principal Performance and Determine Type of Growth Plan

Professional Growth Plan and Cycle for Principals		
Overall Summative Professional Practice Rating	Accomplished/ Exemplary	Shall have a minimum of a Professional Growth Plan developed by Evaluatee.
	Developing	Shall have a minimum of a Directed Growth Plan developed by the Evaluator.
	Ineffective	Shall have a minimum of a Directed Growth Plan developed by the Evaluator. (Lack of progress on then Directed Growth Plan will lead to a Corrective Action Plan after 10 working days after the site visit)

District Certified

PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

Certified district level personnel will be defined as personnel such as: Instructional Supervisors, Directors of Special Education, Pupil Personnel, Professional Development Coordinators, and District Assessment Coordinators, etc. The District School Psychologist will also be considered district certified personnel. District certified personnel will be evaluated yearly by the superintendent or superintendent designee. Director of Special Education may serve as the superintendent designee for the primary evaluator of the school psychologist.

District certified personnel will be evaluated utilizing Professional Standards for Educational Leaders (formerly ISLLC).

1. Mission, Vision, and Core Values
2. Ethics and Professional Norms
3. Equity and Cultural Responsiveness
4. Curriculum, Instruction and Assessment
5. Community of Care and Support for Students
6. Professional Capacity of School Personnel
7. Professional Community for Teachers and Staff
8. Meaningful Engagement of Families and Community
9. Operations and Management
10. School Improvement

Timeline:

Within the first 30 contract days: District staff will review evaluation expectations and certified evaluation plan with his or her primary evaluator. District Certified will complete the self-reflection and professional growth plan by September 15.

Observation/Site Visit Cycles: The primary evaluator will meet with district certified personnel prior to December 31 to review formative evaluation data, progress on the professional growth plan, and mid-year review of the PSEL standards. The 2nd observation/site visit will occur prior to April 1.

Using the sources of evidence around the professional standards for educational leaders: self-reflection, professional growth plan, site visits, and any other available data, **evaluators will use professional judgment to determine a rating (Exemplary, Accomplished, Developing, Ineffective) for each performance measure (Planning, Environment, Instruction, and Professionalism.)**

Will be completed by:	
Within the first 30 calendar days of reporting for work	Superintendent or designee reviews expectations of PPGES.
September 15	Principal/Assistant Principal complete self-reflection and professional growth plan
December 31	Superintendent or designee conducts first site visit.
April 1	Superintendent or designee conducts second site visit.
May 1	Performance Ratings for each Measure Assigned and Summative Evaluation Completed.

Sources of Evidence

Self-Reflection and Professional Growth Plan

Self-Reflection is a process by which educators assess the effectiveness of their instructional planning, implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. The goal of self-reflection is to improve practices through ongoing thinking on how professional practices impact teacher and student learning. District personnel should conduct the self-reflection using the identified standards. Using the results of the self-reflection, the educator determines the area of growth and identifies at least one area to create the professional growth plan.

Professional Growth Plan

The goal of a PGP is to facilitate the translation of growth needs identified through self-reflection as well as other processes into practical activities and experiences. Activities and experiences that are identified as being of value to educators in developing professional practices and leadership skills should be identified growth needs in the PGP. A plan should include opportunities designed to support collaboration, learning, and impact delivery goals of the district. The PGP should address realistic, focused and measurable professional goals. As district staff collaborate to identify explicit goals, these goals become the focus of professional growth activities.

Reflective practices and professional growth planning are cyclical in design. The educator:

1. Uses the standards to reflect on his or her current growth needs based on the results of the self-reflection process and identifies an area, or areas, for focus
2. collaborates with the supervisor to develop a PGP and identify action steps
3. implements the plan
4. regularly reflects on the progress and impact of the plan on professional practice and the student growth goal
5. shows evidence of modification of the plan as appropriate
6. continues implementation and reflection

Professional growth goals and action plans should address the following questions:

1. What do I want to change about my practice that will effectively impact my job performance?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?

Provide evidence on these question responses to validate why this was the selected focus. Self-Reflections and Professional Growth Goals will be documented using district determined forms or methods.

Observation/Site Visit

The observation/site visit process is one source of evidence that provides documentation and feedback to measure the effective practices of the district employee using the identified standards for the specific role. The underlying rationale of an observation/site visit is to encourage continuous professional growth through critical reflection. The evaluator may conduct the observation/site visit using questions similar to those used in the Principal's Site-Visit. The observation process is designed to create conversation between the employee and supervisor around the practices and responsibilities as they relate to the district employee's field, the identified standards and the professional practices to meet the responsibilities.

The first site visit will occur prior to December 31 to review formative evaluation data, progress on the professional growth plan, and mid-year review of the PSEL standards. The 2nd observation/site visit will occur prior to April 1. The overall professional performance ratings will be assigned and summative evaluation completed. The evaluator uses evidence from self-reflection, professional growth plan, site visits, and any other available data with professional judgement to determine the overall performance rating.

Overall Summative Performance Rating

The evaluator will use evidences from PGP, Self-Reflection, Observations/Site-Visits, along with additional evidences including assessment and perception data and professional judgment to determine a Summative Performance Rating for each district certified employee. The following designations will be used in the summative conference to indicate the progress of a district employee toward the selected standards:

Decision Rules for Overall summative rating: District Certified	
If...	Then...
Performance Measures <u>Environment</u> AND <u>Instruction</u> are rated INEFFECTIVE	Overall Summative Rating shall be INEFFECTIVE
Performance Measure <u>Environment</u> OR <u>Instruction</u> are rated INEFFECTIVE	Overall Summative Rating shall be DEVELOPING OR INEFFECTIVE
If any of the Performance Measures are rated INEFFECTIVE	Overall Summative Rating shall NOT be EXEMPLARY
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated ACCOMPLISHED	Overall Summative Rating shall be DEVELOPING OR ACCOMPLISHED
Two Performance Measures are rated DEVELOPING, and two Performance Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED
Two Performance Measures are rated ACCOMPLISHED, and two Performance Measures are rated EXEMPLARY	Overall Summative Rating shall be ACCOMPLISHED OR EXEMPLARY

Professional Growth Plan and Cycle for District Certified		
Overall summative rating	Accomplished/ Exemplary	Shall have a minimum of a Professional Growth Plan developed by Evaluatee.
	Developing	Shall have a minimum of a Directed Growth Plan developed by the Evaluator.
	Growth Required	Shall have a minimum of a Directed Growth Plan developed by the Evaluator. (Lack of progress on then Directed Growth Plan will lead to a Corrective Action Plan after 10 working days after the site visit)

Caverna Independent Schools

CERTIFIED EVALUATION APPEALS PROCESS

***Certified Evaluation Process, Procedures, and Forms can be found in the district policies and procedures located on the district webpage.**

THE APPEALS PANEL

APPEAL PANEL

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

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 July 1 to June 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.

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 INTERESTS

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, spouse, 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 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.

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.