



**Augusta Independent School**

**Certified Evaluation Plan**

**Augusta Independent School**

**Lisa McCane, Superintendent**

**Always Inspiring Success**

**Mission Statement**

The mission of Augusta Independent School is to ensure all students achieve high levels of learning in a nurturing climate, empowering them to be responsible and productive citizens of a global community.

## INTRODUCTION

The evaluation of certified personnel is an important tool that our district utilized to help assure the public, community, parents, and students that providing a quality education is the priority of our school system.

Evaluation is the process of assessing or determining the effectiveness of performances and products to:

- Promote the continuation of professional competence
- Identify areas for professional growth
- Assist in making personnel decisions

The purpose of evaluation is improving instruction, curriculum, assessment, and other professional responsibilities.

The principal or designee is primarily responsible for evaluating teachers. Non-tenured teachers will be evaluated yearly and tenured teachers will be evaluated at least every two years

Administrators will be evaluated annually by the superintendent or by the superintendent's designee.

The Superintendent will be evaluated annually by the local school board.

**ASSURANCES  
CERTIFIED EVALUATION PLAN**

The Augusta Independent School District hereby assures the Commissioner of Education that:

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

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

All certified employees shall develop an Individual Professional Growth Plan (PGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR3:345. The PGP will be reviewed annually.

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

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

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

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

Each evaluatee shall be given a copy of his/her summative evaluations with the evaluator regarding his/her performance.

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

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

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

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

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

\_\_\_\_\_  
Signature of District Superintendent

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Chairperson, Board of Education

\_\_\_\_\_  
Date

Certified School Personnel Evaluation Plan

Augusta Independent School

207 Bracken Street

Augusta, KY 41002

Superintendent: Lisa McCane

Evaluation Contact Person: Brandi Brewer

50/50 Committee

Administrators

Robin Kelsch

Brandi Brewer

Chad Bryant

Lisa McCane

Teachers

Roy Machen

Colleen Taylor

Megan Blackaby

Alison Gulley

Appeals Committee

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# **District Professional Growth and Effectiveness Plan**

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

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher 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.

## **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. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **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.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
15. **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.
16. **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.
  17. **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.
  18. **Overall Student Growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
  19. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
  20. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
  21. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
  22. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
  23. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
  24. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
  25. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
  26. **Self-Reflection:** The process by which certified personnel assesses the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.



27. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
28. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
29. **Student Growth:** Is defined by KRS 156.557(1)(c).
30. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
31. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
32. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
33. **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.
34. **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.

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

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

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

The Frameworks also include themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. They provide structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence documenting professional practice will be situated within one or more of the four domains of the framework. Performance will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

The use of professional judgment based on multiple sources of evidence promotes a more holistic and comprehensive analysis of practice, rather than over-reliance on one individual data point or rote calculation of practice based on predetermined formulas. Evaluators will also take into account how educators respond to or apply additional supports and resources designed to promote student learning,

as well as their own professional growth and development. Finally, professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual educator performance, such as: school-specific priorities that may drive practice in one domain, an educator's number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

### **Required Sources of Evidence**

- Professional Growth Planning and Self-Reflection
- Observation
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

### **Local District Decision**

- ✓ Other Measures of Student Learning
- ✓ Products of Practice
- ✓ Other Sources

All components and sources of evidence related supporting an educator's professional practice and student growth ratings will be completed and documented to inform the Overall Performance Category. All Summative Ratings will be recorded in the department-approved technology platform.

## **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 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 Augusta Independent Teachers**

- All teachers will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in CIITS.

## TIMELINE FOR SELF-REFLECTION/PGP DEVELOPMENT, APPROVAL, AND MONITORING

<b>Completed by August 31</b>	<b>Teacher reflects on his/her current growth needs based on multiple sources of data and identifies an area of focus.</b>
<b>September 1 – October 15</b>	<b>Collaborates with his/her administrator, develops growth plan and action steps</b>
<b>October 16 – December 31</b>	<b>Implementation/Reflection on progress and impact of the plan on his/her professional practice.</b>
<b>January 1 - 31</b>	<b>Modifies plan as appropriate.</b>
<b>January 1 – April 30</b>	<b>Continued implementation and ongoing reflection.</b>
<b>April 1 – May 31</b>	<b>Summative reflection on the degree of goal attainment and implications for next steps. Late hires will be addressed according to when they are hired and where they fall in the schedule.</b>

### 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 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 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

#### Required for all Augusta Independent Teachers

The observation model must fulfill the following minimum criteria:

- Three (3) observations in the summative cycle. A minimum of 3 observations conducted by the supervisor.
- Final observation is conducted by the supervisor and is a full observation.
- All observations must be documented in CIITS.

#### Augusta Independent Progressive Model

- Observers will conduct two mini observations of approximately 20-30 minutes each. Because these are shorter sessions, the observer will make note of the components observed in order to identify "look fors" in the next mini observation session. The final observation is a formal observation consisting of a full class or lesson observation.

## Observation Conferencing

### Required for all Augusta Independent Teachers

Observers will adhere to the following observation conferencing requirements

- Conduct observation post-conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- Pre-conferences are required and will be conducted electronically for mini and full observations using the pre and post observation forms and submitted with the lesson plan 2 days prior to the observation.

### Required for all Augusta Independent Teachers

- Observations may begin 30 calendar days after reporting for employment or as soon as staff is trained on the Certified Evaluation Plan.
- Timeline for when observations must be completed

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 no later than the end of the first month of reporting for employment for the school year.	30 calendar days after reporting for employment.
Step 2-1	FORMAL OBSERVATION: Conduct formal observation and collect formative data. ( <b>Intern Teacher and principal</b> ) (Post Observation Conference held within 5 days of the formal observation).	District will adhere to the KTIP approved guidelines when completing evaluations
Step 2-2	Formal Observation: Conduct formal observation and collect formative data ( <b>Non-tenured teachers</b> ) (Post Observation Conference held within 5 days of the formal observation).	A minimum of one full observation and post conference annually until tenure is achieved). Three mini observations. Two mini observations from administrator and one mini observation from a peer observer in the third cycle. The final observation will be a full observation.
Step 2-3	FORMAL OBSERVATION: Conduct formal observations and collect formative data. ( <b>Tenured teachers</b> ) (Post Observation Conference held within 5 days of the formal observation). An informal conference will be held for the mini observations. B(9)	Observations will be over a two year cycle with two administration minis in year one and the peer mini and administration summative in the final year of the cycle. Additional observations can be conducted if deemed necessary. One mini observation from administrator and one mini

		observation from a peer observer.
Step 2-4	FORMAL OBSERVATION: Conduct formal observation and collect other formative data ( <b>Administrators</b> ) (Post Observation Conferences held within 5 days of the formal observation)	A minimum of two formal observation annually when results are satisfactory (More observations shall occur when results are considered Ineffective )
Step 3	INDIVIDUAL PROFESSIONAL GROWTH PLAN-An individual professional growth plan shall be developed jointly by evaluator and evaluatee.	Growth plans shall be developed after the first mini (during cycle 1) observation and post conference and reviewed/modified periodically referencing the school improvement plan. Tenured teachers who are not being evaluated during the current year develop/revise growth plans each year following the established timeline.
Step 4	SUMMATIVE EVALUATION: Evaluator completes evaluation summary	April 15
Step 5	SUPERINTENDENT RECOMMENDATION: Evaluator recommends re-employment/termination to superintendent	April 20

\*All Dates are tentative based upon the adjustments of the calendar year.

### Observer Certification

- In order to conduct evaluations, supervisors must be trained, tested and approved by completing the Initial Certified Evaluation Training. This two-day training is conducted through the Kentucky Association of School Administrators (KASA).

### Student Growth

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

- 4<sup>th</sup> – 8<sup>th</sup> Grade
- Reading
- Math

The state contribution is reported using Student Growth Percentiles (SGP). The local contribution uses the Student Growth Goal Setting Process and applies to all teachers in the district, including those who receive SGP. The following graphic provides a roadmap for determining which teachers receive which contributions:

### **State Contribution –Median Student Growth Percentiles (MSGP) (Math/ELA, Grades 4-8)**

The state contribution for student growth is a rating based on each student’s rate of change compared to other students with a similar test score history (“academic peers”) expressed as a percentile. The median SGP for a teacher’s class is compared to that of the state. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

### **Local Contribution – Student Growth Goals (SGG) All teachers and Other Professionals**

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

#### **Student Growth Goal Criteria**

- The SGG is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.
- The SGG represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.
- The SGG will allow high- and low-achieving students to adequately demonstrate their knowledge.
- The SGG provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.

#### **Rigor and Comparability of Student Growth Goals**

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

#### **Required for all Augusta Independent Teachers**

- All teachers will write a student growth goal based on the criteria
- Protocol for ensuring rigor
- Protocol for ensuring comparability

**In order to ensure both rigor and comparability in our district’s Student Growth Goal developmental process a combined process of using a rigor rubric and school or district peer reviews will be implemented. A Student Growth Goal will be considered rigorous and comparable when there is a uniform expectation for student achievement and the goal is consistently aligned with the standards.**

This does not mean that schools use the same pre/post measures or that the expectations for growth percentage are the same across the district. The following protocol will ensure rigor and comparability across our schools and district.

<p><b>Number of Growth Goals</b></p>	<p><b>All teachers will develop of one (1) Student Growth Goal</b></p>
<p><b>Process/Protocol</b></p>	<p><b>Administrative protocol procedures will ensure rigor by ensuring that Student Growth Goals meet the following criteria:</b></p> <p><b>Step 1: Determine Needs</b></p> <ul style="list-style-type: none"> <li>• Context of identified class, student population</li> <li>• Interval of instruction</li> <li>• Identify content area enduring skills</li> <li>• Sources of evidence to establish baseline data and measure of student growth</li> </ul> <p><b>Step 2: Create a specific learning goal</b></p> <ul style="list-style-type: none"> <li>• Specify expected growth and proficiency targets</li> <li>• Apply SMART Goal Criteria</li> <li>• Explain rationale for goal/how targets meet expected rigor (rubric applied by teachers and SGG approved by Principal)</li> </ul> <p><b>Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Aligns with standards identified in the student growth goal?</li> <li>• Meets the expected rigor of the standards?</li> <li>• Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?</li> <li>• Measures accurately the growth of individual students?</li> <li>• Measures what it says it measures and provides consistent results?</li> <li>• Allows high- and low-achieving students to adequately demonstrate their knowledge?</li> <li>• Provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students?</li> <li>• Provides sufficient data to inform future instruction?</li> </ul> <p><b>Step 3: Create and Implement Teaching and Learning Strategies</b></p>

	<ul style="list-style-type: none"> <li>• Describe personal learning needed to support students attainment of growth goal</li> <li>• Instructional strategies to obtain goal</li> </ul> <p><b>Step 4: Monitor Student Progress through on-going Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Plan for progress monitoring</li> </ul> <p><b>Step 5: Determine whether students achieve goal</b></p> <ul style="list-style-type: none"> <li>• Analyze results (summative/post assessments)</li> <li>• Reflection/Next Steps</li> </ul>
<b>Instruments</b>	<p>In order to determine if the teacher created Student Growth Goal ensures rigor, the district/school will utilize the Student Growth Goal rubric criteria (used by administrators) from Appendix A.</p> <p>Teachers can use other planning tools such as example lists of enduring skills from multiple content areas, Think and Plan Tool with Guiding Questions, and the CASL work on Target/Method match to ensure rigor.</p>

**COMPARABILITY**

<b>+Administration Protocol</b>	<p><b>Administrative protocol procedures will ensure rigor and comparability by ensuring that Student Growth Goals meet the following criteria:</b></p> <ul style="list-style-type: none"> <li>• Aligns with standards identified in the student growth goal?</li> <li>• Meets the expected rigor of the standards?</li> <li>• Elicits evidence of the degree to which a student can independently demonstrate the targeted enduring skill or concept?</li> <li>• Measures accurately the growth of individual students?</li> <li>• Measures what it says it measures and provides consistent results?</li> <li>• Allows high- and low-achieving students to adequately demonstrate their knowledge?</li> <li>• Provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students?</li> </ul>
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	<ul style="list-style-type: none"> <li>Provides sufficient data to inform future instruction?</li> </ul>
<b>Scoring Process</b>	<p><b>Step 1:</b> Principal and teacher will meet to review relevant data sources and determine Area of focus.</p> <p><b>Step 2:</b> Teacher will use the SGG template (Appendix A) to develop the Student Growth Goal. The student growth goal shall contain both growth and proficiency Measures.</p> <p><b>Step 3:</b> The teacher will meet with his/her peer mentor to review the student growth goal using the rigor rubric (Appendix A)</p> <p><b>Step 4:</b> The peer mentor and teacher will determine if pre/post measure will yield true student growth data and would be comparable growth Measures.</p> <p><b>Step 5:</b> Once the goal has been vetted by the peer group the teacher will meet with the principal to approve goal and plan/review Strategies to meet the goal.</p>

**Determining Growth for a Single Student Growth Goal**

The process for determining the result of student growth (high, expected, low) requires districts to explain how they will use rigorous and comparable (see above) goals and assessments for that rating. Districts have several options to consider – none of which are mutually exclusive – for determining student growth

**Required for all Augusta Independent Teachers**

- Districts will create a process for determining student growth ratings as low, expected, and high.
- Measures will be identified as indicators of determining growth.

**Determining Growth for Single Growth Goal**

<b>Process for determining growth (high, expected, low)</b>	<p>The process for determining high, expected, or low growth will be determined in the following manner:</p> <p>High Growth: Exceeds beyond 10%</p> <p>Expected Growth: +/- 10%</p> <p>Low Growth: Did not meet and fell lower than 10% from goal.</p>
<b>Measures</b>	Teachers will use multiple measures including

	pre/post tests to determine the growth identified in their goal. These assessments can be identical or comparable versions.
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Proficiency Component

<b>High</b>	Above 10%
<b>Expected</b>	+/- 10%
<b>Low</b>	Below 10%

Growth Component

Results from Pre-and Post-Tests

<b>High</b>	90-100%
<b>Expected</b>	80-89%
<b>Low</b>	79% or below

**Overall Growth Rating**

<b>PROFICIENCY</b>	<b>H</b>	<b>E</b>	<b>H</b>	<b>H</b>
	<b>E</b>	<b>E</b>	<b>E</b>	<b>E</b>
	<b>L</b>	<b>L</b>	<b>L</b>	<b>E</b>
		<b>L</b>	<b>E</b>	<b>H</b>
		<b>GROWTH</b>		

## **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 and student growth. The evaluator determines the Overall Performance Category based on professional judgment informed by evidence that demonstrates the educator's performance against the Domains, district-developed rubrics (see local contribution for student growth), and decision rules that establish a common understanding of performance thresholds to which all educators are held.

## **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 for All Augusta Independent Teachers**

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

## **Rating Overall Student Growth**

The overall Student Growth Rating is a result of a combination of professional judgment and the district-developed instrument for summative student growth ratings. The designed instrument aids the supervisor in applying professional judgment to multiple evidences of student growth over time. The Student Growth Rating must include data from SGG and SGP (where available), and will be considered in a three year cycle (when available).

## **Required**

- Student Growth Goal and Student Growth Percentile (when available) will be used to determine overall Student Growth Rating
- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available).
- Record ratings in CIITS.

In addition to a local contribution, teachers in grades 4-8 in Reading and Math will have a state contribution for student growth expressed as a percentile. The scale for determining growth will be provided by the Kentucky Board of Education. The following decision rules will be used to rate Overall growth as low, expected, or high for teachers who have a state and local growth goal.

**OVERALL DECISION MATRIX  
STATE AND LOCAL**

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

**Determining the Overall Performance Category**

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

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

**CRITERIA FOR DETERMINING TEACHER’S  
PROFESSIONAL PRACTICE RATING**

<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

**Required for all Augusta Independent Teachers**

- Implement the Overall Performance Category process for determining effectiveness.

**CRITERIA FOR DETERMINING A TEACHER'S  
OVERALL PERFORMANCE CATEGORY**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
Exemplary	High OR Expected	EXEMPLARY
	Low	DEVELOPING
Accomplished	High	EXEMPLARY
	Expected	ACCOMPLISHED
	Low	DEVELOPING
Developing	High	ACCOMPLISHED
	Expected OR Low	DEVELOPING
Ineffective	High	DEVELOPING
	Expected OR Low	INEFFECTIVE

**Sources of Evidence Self-Reflection & Professional Growth Goals:  
Rationale for the Integration of Reflective Practice and Professional Growth  
Planning**

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. When educators use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching practices and student learning through ongoing thinking on how professional practices impact teacher and student learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills. The goal of a Professional Growth Plan is to facilitate the translation of growth needs identified through self-reflection and other processes into practical activities and experiences that are of value to educators in strengthening their competencies in the identified growth need areas. An action plan developed as part of the professional growth planning process should include activities designed to support collaboration, learning, and impact delivery goals of the district.

**Self-Reflection & Professional Growth Goals:**

The Professional Growth Plan should address realistic, focused and measurable professional goals. Professional growth needs are identified through self-assessment and reflection. As district staff

collaborate to identify explicit goals, these goals should become the focus of professional growth activities. Reflective practices and professional growth planning are cyclical in design.

The educator :

- reflects on his/her current growth needs based on the Self-Reflection tool and identifies an area or areas for focus;
- collaborates with the supervisor to develop a Professional Growth Plan and action steps;
- implements the plan;
- regularly reflects on the progress and impact of the plan on professional practice;
- modifies the plan as appropriate;
- and continues implementation and reflection.

The district employee should meet with the superintendent or designee to develop and receive feedback on the PGP.

## **Appeals**

### **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 summative evaluation is supported by 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 evaluate and evaluator shall submit three (3) 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 may be present during the hearing to represent either or both parties.
  5. The hearing will be audiotaped 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 present, but will be called one at a time and will not be allowed to observe the proceedings.

## 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 appeal.
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:
  - a. Upholding all parts of the original evaluation.
  - b. Voiding the original evaluation or parts of it.
  - c. Ordering a new evaluation by a second certified employee who shall be a trained evaluator.
10. 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.
11. The Superintendent may take appropriate action consistent with the Panel's decision.
12. 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.
13. The Panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in statute and regulation.

## 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. **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. **Performance Standards-**Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, Professionalism and Student Growth.
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. **SMART Criteria;** Acronym use to develop a goal(s) Specific, Measurable, Appropriate, Realistic, Time-Bound.
12. **Site Visit:** methods by which superintendents may gain insight into whether principals are meeting the performance standards.
13. **Surveys:** Tools used to provide information to principals about perception of job performance.
14. **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.
15. **Working Conditions Goal:** Goal that connects the TELL 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**

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:

- Professional Growth Planning and Self-Reflection
- Working Conditions Goal (Based on TELL KY)
- State and Local Student Growth Goal data

## 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.

## Administrators

Administrators who are participating in a required internship shall follow all rules and regulations as set forth by the Beginning Principal Internship Program 704 KAR 20:320 and when applicable in the Evaluation Guidelines 704 KAR: 3:345 and KRS 161:027. All other administrators will be evaluated annually.

An individual growth plan will be developed annually. This plan may be enrichment or an improvement plan, based on the performance rating of the formal evaluation and/or other formative data.

The summative evaluation for administrators will be completed by June 15.

A copy of the summative evaluation report will be given to the administrator.

The summative evaluation report will be placed in the administrator's file in the Central Office.

### Required for all Augusta Independent Administrators:

- 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.

#### Principal/Assistant Principal PGP Timeline

August 1	Superintendent reviews expectations of PPGES and self-reflection is completed
September 30	Principal/Assistant Principal collaboratively develop Student Growth Goal, Working Conditions Goal, and Professional Growth Plan
Mid-Year	Conference with Principal/Assistant Principal to review/reflect upon all goals and modify any strategies as needed.
March	Completion of TELL Survey
June 30	Conference with Principal/Assistant Principal to review their Student Growth Goal and Professional Growth Goal as well as modify strategies.

- \*Additional Conferences may be held as deemed necessary to monitor PGP process.
- \*All dates are tentative based on the adjustment of the school calendar.
- \*All documentation is kept in CIITS.
- \*Late hires will have an adjusted timeline depending on date of hire.

### **Conferencing:**

At least 3 conferences will take place between Evaluator and Evaluatee throughout the year.

#### 1. Beginning of the Year Conference

- Purpose of the Meeting
- Discuss reflections of data
- Discuss and come to agreement on the Student Growth Goal and Action Plan
- Discuss reflections of the Principal Performance Standards
- Discuss and come to agreement on the Professional Growth Goal and Action Plan
- Questions/Concerns/Comments
- Set tentative date for Mid-Year Review

#### 2. Mid-Year (Conference)

- Purpose of Meeting
- Discuss first observation/site visit and provide feedback
- Share progress toward Student Growth Goal
- Discuss documentation of each standard-determine if any other documentation is needed
- Questions/Concerns/Comments
- Set tentative date for End of Year Review

#### 3. End of Year Review (Conference)

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

## **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.

The Student Growth measure is comprised of two contributions: a STATE contribution and a LOCAL contribution. Both Goals are inherited by the Assistant Principal and at least one goal must be based on Gap Population. The local goal may be developed to parallel the State Contribution.

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

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

**Required for All Augusta Independent Principals:**

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

**If the school does not receive state level data, the principal will construct two local student growth goals.**

**State Contribution:**

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

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

Middle and High Schools must also address:

- Increasing the percentage of College and Career Ready students
- Increasing the average percentage of freshman graduation

Principals will find these ASSIST goals and objectives in their School Report Card.

They will select one (1) of the grade-level appropriate goals to use as the State contribution of their Student Growth Goal. The goal statements are already set by KBE with a 2017 trajectory.

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

percent. Or, the decision might be made to be more aggressive initially and set the objective percentage at 10 percent.

The principal and superintendent must then agree to the specific strategies the principal will implement to reach the objective percentage. It is critical to remember that these are strategies which the PRINCIPAL HIMSELF/HERSELF will implement—not statements of what teachers or others will do. Those strategies have already been addressed in the original CSIP document.

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

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

#### **Required for All Augusta Independent Principals:**

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

Each principal will be required to develop one (1) Local Growth Goal. The Local Growth Goal Process includes:

- Determining Needs (Based on Data)
- Creating specific growth goals based on baseline data
- Creating and implementing leadership and management strategies
- Monitoring progress through on-going data collection
- Determining goal attainment

### **Rubrics for Determining High, Expected, and Low Growth with State and Local SGG**

For each Student Growth Goal, the district has developed a process for determining high, expected, and low growth. The Principal in collaboration with the Superintendent develops decision rules and/or rubrics to measure high, expected and low growth on each specific goal. Both growth goals will define Expected Growth at + or -5% and establish acceptable range for student growth across the district.

- **High Growth:** More than 5% above Goal
- **Expected Growth:** + or – 5%
- **Low Growth:** More than 5% below goal (Any score below baseline)

#### **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.

#### **Required:**

- **Use decision rules to determine an overall rating**
- **Record ratings in the department-approved technology platform.**

### **Rating Overall Professional Practice**

A principal's/assistant principal's Overall Performance Category is determined by the evaluator based on the principal's ratings on each standard, as well as student growth. Using the sources of evidence for principals/assistant principals, evaluators will use professional judgment to determine a rating for each standard.

### **Rating Overall Student Growth**

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

Both the state and local goal will be given a numerical weighting.

- LOW = 1
- EXPECTED = 2
- HIGH = 3

Determination of a single yearly combined goal rating will be a simple average of the two goals. When a principal has established three years of trend data for SGG the principal will have a ranking based on an average of the three year score. The total rankings will be averaged from the previous three years (if available) and applied to the following scale and recorded in CIITS as required by the state.

RANKING	AVERAGE SCORE
Low	1.0 – 1.49
Expected	1.50-2.49
High	2.50-3



**Required for All Augusta Independent Principals:**

- Determine the rating using both state and local growth.
- Determine the rating using 3 years of data (when available).
- Record ratings in CIITS.

**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:

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

**Required**

- ◆ All summative ratings must be recorded in CIITS.

**CRITERIA FOR DETERMINING A**

PROFESSIONAL PRACTICE RATING	STUDENT GROWTH RATING	OVERALL PERFORMANCE CATEGORY
<b>Exemplary</b>	High OR Expected	Exemplary
	Low	Developing
<b>Accomplished</b>	High	Exemplary
	Expected	Accomplished
	Low	Developing
<b>Developing</b>	High	Accomplished
	Low OR Expected	Developing
<b>Ineffective</b>	Low, Expected OR High	Ineffective



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

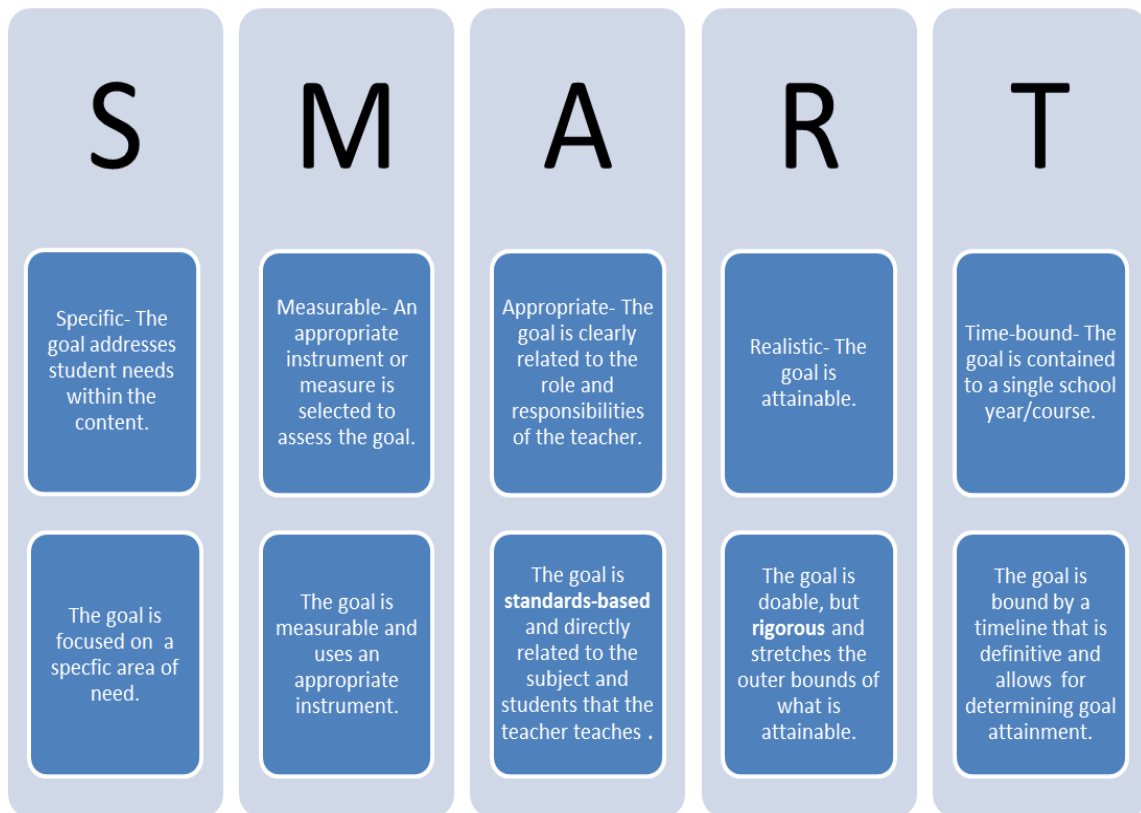
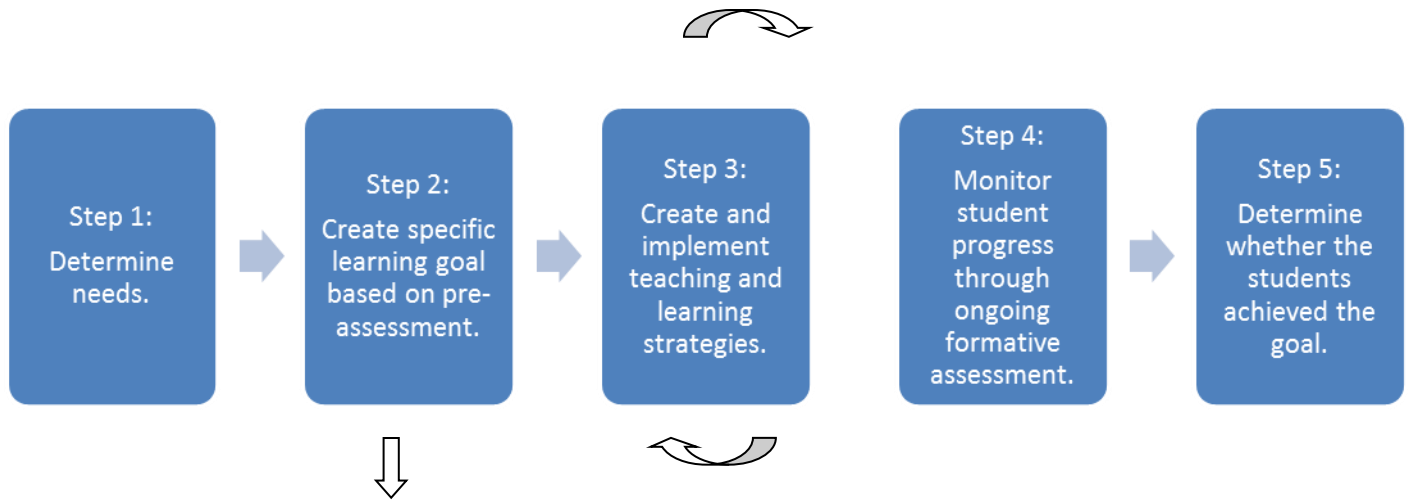
# Appendix A

## STUDENT GROWTH GOAL SETTING TEMPLATE

<b>Teacher</b>						
<b>EPSB ID#</b>						
<b>School</b>						
<b>Administrator</b>						
<b>Initial Conference</b>	<b>Content</b> <ul style="list-style-type: none"> <li>The goal is being written around which grade/subject/level?</li> </ul>					
	<b>Context</b> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> </ul>					
	<b>Baseline Data</b> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>Attach supporting data.</li> </ul>					
	<b>Student Growth Goal Statement</b> <ul style="list-style-type: none"> <li>Does my goal meet the SMART criteria?</li> </ul>					
	<b>Strategies for Improvement</b> <ul style="list-style-type: none"> <li>How will I help students attain this goal?</li> <li>Provide specific actions that will lead to goal attainment.</li> </ul>					
	Teacher Signature:	Date:	Administrator Signature:			Date:
<b>Mid-Course Review</b>	<b>Collaborative Mid-Course Data Review</b> <ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Attach supporting data</li> </ul>					
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>					
	Teacher Signature:	Date:	Administrator Signature:			Date:
<b>Post-Conference</b>	<b>End-of-Year Data</b> <ul style="list-style-type: none"> <li>What does the end of the year data show?</li> <li>Attach data</li> </ul>					
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>Overall, what worked, or what should be refined?</li> </ul>					
	<b>Connection to Framework for</b>	5A – Student Growth	I	D	A	E

	<b>Teaching</b>					
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>					
	Teacher Signature:	Date:	Administrator Signature:	Date:		

## STEP-BY-STEP SMART GOAL PROCESS



## Student Growth Rubric

<b>Structure of the Goal</b>	<b>Acceptable</b>	<b>Needs Revision</b>	<b>Insufficient</b>
<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based enduring skill which students are expected to master</p> <p>Identifies an area of need pertaining to current students' abilities</p> <p>Includes growth and proficiency targets that establish and differentiate expected performance for ALL students</p> <p>Uses appropriate measures for base-line, mid-course, and end of year/course data collection</p> <p>Explicitly states year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based enduring skill</p> <p>Identifies a specific area of need supported by data for current students</p> <p>Includes a growth target that establishes growth for ALL students; a proficiency target that establishes the mastery expectation for students</p> <p>Uses measures for collecting baseline, mid-course, and end of year/course data that matches the skill being assessed</p> <p>Specifies a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Focuses on a standards-based skill that does not match enduring skill criteria</p> <p>Identifies a specific area of need, but lacks supporting data for current students</p> <p>Includes both a growth target <b>and</b> a proficiency target, but fails to differentiate expected performance for one or both targets</p> <p>Uses measures that fail to clearly demonstrate performance for the identified skill</p> <p>Specifies less than a year-long/course-long interval of instruction</p>	<p><i>The student growth goal:</i></p> <p>Is not standards-based</p> <p>Is not focused on a specific area of need</p> <p>Includes only a growth <b>or</b> a proficiency target</p> <p>Uses no baseline data <b>or</b> uses irrelevant data</p> <p>Fails to specify an interval of instruction</p>
<b>Rigor of the Goal</b>	<b>Acceptable</b>	<b>Needs Revision</b>	<b>Insufficient</b>
<p><i>The student growth goal:</i></p> <p>Is congruent to KCAS grade level standards and appropriate for the grade level and content area for which it was developed</p> <p>Identifies measures that demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed</p> <p>Includes growth and proficiency targets that are challenging for students, but attainable with support</p>	<p><i>The student growth goal:</i></p> <p>Is congruent and appropriate for grade level/content area standards</p> <p>Identifies measures that allow students to demonstrate their competency in performing at the level intended in the standards being assessed</p> <p>Includes growth and proficiency targets that are doable, but stretch the outer bounds of what is attainable</p>	<p><i>The student growth goal:</i></p> <p>Is congruent to content, but not to grade level standards</p> <p>Identifies measures that only allow students to demonstrate competency of part, but not all aspects of the standards being assessed</p> <p>Includes targets that are achievable, but fail to stretch attainability expectations</p>	<p><i>The student growth goal:</i></p> <p>Is not congruent or appropriate for grade level/content area standards</p> <p>Identifies measures that do not assess the level of competency intended in the standards</p> <p>Includes targets that do not articulate expectations <b>AND/OR</b> targets are not achievable</p>
<b>Comparability of Data</b>	<b>Acceptable</b>	<b>Needs Revision</b>	<b>Insufficient</b>
<p><i>Data collected for the student growth goal:</i></p> <p>Uses comparable criteria across similar classrooms (classrooms that address the same standards) to determine progress toward mastery of standards/enduring skills</p>	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Reflects use of common measures/rubrics to determine competency in performance at the level intended by the standard(s) being assessed</p>	n/a	<p><i>For similar classrooms, data collected for the student growth goal:</i></p> <p>Does not reflect common criteria used to determine progress</p>

Rigor Rubric--Assessments		
1	2	3
There is little to no evidence of congruency of assessment items to the content standards identified in the SGG.	Aligns most assessment items (performances, tasks, questions) to the content standards identified in the SGG. Other items are "loosely aligned" or are not congruent to the specified content standards.	Aligns all assessment items (performances, tasks, questions) to the content standards identified in the SGG.
Some of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been 'met'.	Most of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been 'met'.	All of the SGG grade-level learning content is assessed using multiple items to determine if/when standards have been 'met'.
Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, some of which are accurate and clear.	Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, most of which are accurate and clear.	Provides for all students the opportunity to demonstrate learning of the content, including rubrics, scoring guides, and/or answer keys for all items, all of which are accurate, clear, and thorough.

**Augusta Independent School**

**Pre-observation Form**

<b>Teacher Name</b>	<b>Conference Date</b>	<b>Observation Type</b>
		Circle one: Mini Full
<b>Observer Name</b>	<b>School</b>	<b>Grade Level</b>
<b># of Students</b>	<b># of IEP Students</b>	<b>Date of Lesson</b>
<b>Subject</b>	<b>Topic</b>	<b>Time of Lesson</b>

The questions below must be filled out by the teacher prior to the observation taking place. This may be completed and submitted to the principal or completed in a face to face pre-conference.

**Guiding Questions from the Framework for Teaching**

**Domain 1: Planning and Preparation**

1. What standards are addressed in this lesson?
2. Learning targets.
3. Are instructional activities congruent to the learning targets/standards? Explain.
4. Will students work in partners, groups, etc? How were they paired up and why?
5. Where did you obtain lesson and how do you know it is a reliable resource?
6. How does this lesson connect to content within your subject? How does lesson offer connection to other content areas?
7. Insert additional requests from administrator here.



**Post-observation Form**

<b>Teacher Name</b>	<b>Conference Date</b>	<b>Observation Type</b>
		Circle one: Mini Full
<b>Observer Name</b>	<b>School</b>	<b>Grade Level</b>
<b># of Students</b>	<b># of IEP Students</b>	<b>Date of Lesson</b>
<b>Subject</b>	<b>Topic</b>	<b>Time of Lesson</b>

**The topics below are to be discussed in the post observation conference with the teacher. All post observation conferences must take place face to face within 5 working days of the observation.**

**Guiding Questions from the Framework for Teaching**

**Domain 4: Professional Responsibility**

- 1. Discuss what teacher felt went well and what could have been better. Review evidences collected by the supervisor during the observation.**
- 2. Request sample evidence of communicating with families.**
- 3. What PLCs are you involved? When do they meet? Do you keep records of PLC?**
- 4. What is your Professional Growth Goal? Review their plan of action and confirm they are on track. If not, work with teacher to revise timeline/plan of action.**
- 5. Review progress and monitoring toward student growth goal. Is any support needed as you move forward? If yes, what type of support?**
- 6. Additional topics as determined by the administrator.**

**SUMMATIVE EVALUATION FOR CLASSROOM TEACHERS**

Evaluatee:	Position:			
Evaluator:	Position:			
Location:	Tenured		Non-tenured	

<b>Observation Record</b>	<b>Mini #1</b>	<b>Mini #2</b>	<b>Peer Mini</b>	<b>Full</b>
Pre-Observation Conference Date				
Classroom Observation Date				
Post-Observation Conference Date				

<b>Overall Performance Ratings</b>				
<b>Professional Practice Rating</b>	I	D	A	E
<b>Student Growth Goal Rating</b>	L		E	H
<b>Overall Performance Rating</b>	I	D	A	E
<b>Future Evaluation Cycle (See chart above for tenured teachers)</b>				

Evaluatee Signature, Date, and Comments:
Evaluator Signature, Date, and Comments:

**This review has been discussed with the employee who has been given a copy. Signatures acknowledge completion of the evaluation and not necessarily agreement.**  
 Opportunities for appeal processes at both the local and state levels are a part of the Carter County District’s evaluation plan.

**Certified employees must make their appeals to this summative evaluation within the time frames mandated in 704 KAR 3:345 Section 7,8,9 and the local district plan.**

Component:	Self-Assessment:				Comments:
1A - Demonstrating Knowledge of Content and Pedagogy	I	D	A	E	
1B - Demonstrating Knowledge of Students	I	D	A	E	
1C - Selecting Instructional Outcomes	I	D	A	E	
1D - Demonstrating Knowledge of Resources	I	D	A	E	
1E - Designing Coherent Instruction	I	D	A	E	
1F - Designing Student Assessment	I	D	A	E	
<b>Overall Rating Domain 1 "Planning and Preparation"</b>					I   D   A   E
2A - Creating an Environment of Respect and Rapport	I	D	A	E	
2B - Establishing a Culture for Learning	I	D	A	E	
2C - Managing Classroom Procedures	I	D	A	E	
2D - Managing Student Behavior	I	D	A	E	
2E - Organizing Physical Space	I	D	A	E	
<b>Overall Rating Domain 2 "Classroom Environment"</b>					I   D   A   E
3A - Communicating with Students	I	D	A	E	
3B - Using Questioning and Discussion Techniques	I	D	A	E	
3C - Engaging Students in Learning	I	D	A	E	
3D - Using Assessment in Instruction	I	D	A	E	
3E - Demonstrating Flexibility and Responsiveness	I	D	A	E	
<b>Overall Rating Domain 3 "Instruction"</b>					I   D   A   E
4A - Reflecting on Teaching	I	D	A	E	
4B - Maintaining Accurate Records	I	D	A	E	
4C - Communicating with Families	I	D	A	E	
4D - Participating in a Professional Community	I	D	A	E	
4E - Growing and Developing Professionally	I	D	A	E	
4F - Demonstrating Professionalism	I	D	A	E	
<b>Overall Rating Domain 4 "Professional Responsibilities"</b>					I   D   A   E
<b>Status of Professional Growth Goal:</b>	<b>Suggested Modifications:</b>			<b>Required Revisions:</b>	