

Lawrence County Schools Certified Evaluation Plan

2016-2017

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5.0 Model Certified Evaluation Plan

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LAWRENCE COUNTY SCHOOLS CERTIFIED PERSONNEL EVALUATION PLAN 2016

Evaluation is the process of determining the effectiveness of the performance of the certified employee in given teaching and learning or leadership and management situations, based upon predetermined criteria, through periodic observation and other documentation such as peer reviews, products, or performances. Evaluation shall also include the establishment, review and monitoring of individual professional growth plans. The evaluation process serves three purposes: to promote continuation of professional competencies that maximize teacher growth and effectiveness; to identify areas for professional growth; and to assist in making personnel decisions for the purpose of improving instruction, curriculum, assessment, and other professional responsibilities-all focused on helping students learn and succeed.

The current evaluation plan establishes high expectations for the professional excellence of teachers, administrators and other school staff members. The success of Lawrence County's initiatives for professional educators is judged on the basis of their effect on improving student learning. Teacher effectiveness in Lawrence County must continue to improve if we are to reach every student, substantially improve achievement outcomes and increase high school graduation rates.

Development of Plan:

In June 2015, the Superintendent recommended for approval of the Lawrence County Board of Education and Kentucky Department of Education an evaluation plan for all certified employees (below the level of superintendent) that is in compliance with applicable statutes and regulations. An evaluation committee, consisting of an equal number of teachers and administrators (listed below), developed evaluation procedures and forms for certified positions below the level of the district superintendent. The evaluation procedures and forms are designed to foster professional growth and to support individual personnel decisions.

Evaluation Committee:

LeeAnn Cyrus, Teacher	Carmella Rose, Teacher	Cassandra Webb, Chief Academic Officer
Christy Moore, Principal	Debbie Delong, Principal	Shawn Jennings, Principal
Rebecca McCoy, Teacher	Jennifer Dheel, Teacher	Mary Hall, Principal
Lee Jewell, Teacher	Chuck Newman, Teacher	Vernon Hall, DPP & District Personnel

Superintendent Evaluation:

The Superintendent's evaluation process was developed and adopted by the Lawrence County Board of Education and includes provisions for assistance for professional growth of the Superintendent, pursuant to KRS 156.111. This evaluation shall occur annually.

Liaison:

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Lawrence County Schools CEP 16-17

The Superintendent designated a district office employee, Vernon Hall, to serve as the evaluation contact person. This individual serves as liaison between the district and the Kentucky Department of Education concerning the district's evaluation process.

Communication:

In July of each school year, the district trains primary evaluators in the local evaluation process with the expectation that they will make fair and consistent assessments of performance against established standards and provide constructive feedback and differentiated support to individual staff. The evaluation criteria and process used to evaluate certified school personnel is explained to and discussed with certified school personnel no later than the end of the first month of reporting for, or within thirty (30) calendar days of the start of employment for each school year (704 KAR 3:345; LCBOE policy 03.18). Amendments approved by the Kentucky Department of Education to Lawrence County's plan of certified personnel evaluation, that occur after the end of the certified employees' first school month, shall not apply to the employee until the following school year.

Performance Criteria:

Lawrence County's evaluation forms are specific for each position or job category. The forms include a list of performance criteria characteristic of effective teaching or administrative practices. Under each criterion are listed, specific descriptors or indicators that can be measured or observed and recorded. Additionally, standards of performance are established for each criterion. The performance criteria include those that apply to the employee being evaluated and that are identified within KRS 156.557 (2). The performance criteria on which teachers and administrators shall be evaluated shall include, but are not limited to:

- (a) Performance of professional responsibilities related to his or her assignment, including attendance and punctuality and evaluating results;
- (b) Demonstration of effective planning of curricula, classroom instruction, and classroom management, based on research-based instructional practices, or school management skills based on validated managerial practices;
- (c) Demonstration of knowledge and understanding of subject matter content or administrative functions and effective leadership techniques;
- (d) Promotion and incorporation of instructional strategies or management techniques that are fair and respect diversity and individual differences;
- (e) Demonstration of effective interpersonal communication and collaboration skills among peers, students, parents, and others;
- (f) Performance of duties consistent with goals for Kentucky students and mission of the school, the local community, laws, and administrative regulations;
- (g) Demonstration of the effective use of resources, including technology;
- (h) Demonstration of professional growth;
- (i) Adherence to the professional code of ethics; and
- (j) Attainment of teacher standards or the administrator standards as established by the Education Professional Standards Board

Kentucky Teacher Internship Program (KTIP)

Procedures used for interns are stipulated by 16 KAR 7:010 (Kentucky Teacher Internship Program) and are for certification purposes only. However, interns are subject to the local district evaluation guidelines as stipulated in 704 KAR 3:345 and KRS 156.557. Evaluation with multiple observations occurs annually for each non-tenured certified employee. The formative data collected during the beginning teacher internship period is utilized in a summative evaluation of the intern (on District/KDE approved forms). Similarly, formative data collected during the beginning principal internship period is utilized in a summative evaluation of the intern (on District/KDE approved forms). Summative evaluation occurs annually for an administrator.

The evaluatee has an opportunity for a written response to the evaluation, and the response becomes a part of the official personnel record.

Teacher Induction:

Teachers with zero to one year experience, will actively participate in TARGET, Training and Resources for Growing Effective Teachers. Additional support may be requested by the principal for teachers who have more years of experience. This induction model provides teachers new to the profession and/or district needed support. During this time, induction teachers will meet with district resource teachers to formulate a system of networking, resources and professional growth.

Supports for those failing to meet the standard of expectation include, but are not limited to:

- Principal coaching
- Peer assistance
- Resource teacher mentoring
- Regional Center consultants
- Outside agencies

Corrective Action Plan:

An *Individual Corrective Action Plan* is developed when an evaluatee receives an “ineffective” or a “does not meet” rating(s) on any one Standard on the employee’s Formative or Summative Evaluation or when an immediate change in behavior is required. The evaluator and evaluatee complete the Corrective Action Plan identifying corrective action goals and objectives, strategies designed to achieve the goals, and targeted dates for appraising the evaluatee’s improvement of the standard. It is the evaluator’s responsibility to document all actions taken to assist the evaluatee in improving his/her performance.

Appeals Process:

The Lawrence County Board of Education has established an evaluation appeals panel (two-year term from July 1 to June 30) for certified personnel that consists of two (2) members and one (1) alternate elected by the certified employees of the district and one (1) member and one (1) alternate appointed by the Lawrence County Board of Education who is a certified employee of the board. Members may be reelected and/or reappointed.

Whenever a panel member or a panel member’s immediate family appeals to the panel, the member will not serve for that appeal. Immediate family includes father, mother, brother, sister, husband, wife, son, daughter, uncle, aunt, nephew, niece, grandparent, and corresponding in-laws. No panel member will serve on any appeals panel considering an appeal for which he/she was the evaluator. A panel member will not hear an appeal filed by his/her immediate supervisor.

Submitting Appeal:

Certified employees who think they were not fairly evaluated on the summative evaluation may submit a written appeal to the panel within five (5) working days of the receipt of the summative evaluation. The evaluator and evaluatee will be given reasonable opportunity in advance of the hearing (maximum of five (5) working days) to adequately review all documents that are to be presented to the evaluation appeals panel. The evaluatee has the right to the presence of his/her chosen representative at the hearing.

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.

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

- (a) The Kentucky Board of Education shall appoint a committee of three (3) state board members to serve on the State Evaluation Appeals Panel. Its jurisdiction shall be limited to procedural matters already addressed by the local appeals panel required by KRS 156.557 (5). The panel shall not have jurisdiction relative to a complaint involving the professional judgmental conclusion of an evaluation, and the panel's review shall be limited to the record of proceedings at the local district level.
- (b) No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with the written request.
- (c) A brief, written statement and other document/s which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.
- (d) A decision of the appeals panel shall be rendered within fifteen (15) working days after the review.
- (e) A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Hearings:

The employee has a right to a hearing as to every appeal. The appeals panel will hold necessary hearings in accordance with Lawrence County Board of Education Policy and Procedures 03.18AP.11

Revision of the Evaluation Plan:

The Superintendent/evaluation contact will submit revisions to the evaluation plan to the Lawrence County Board of Education for review to ensure compliance with KRS 156.557 and 704 KAR 3:345. Upon approval, all revisions to the plan will be submitted to the Kentucky Department of Education for approval.

References:

KRS 156.55, 704 KAR 3:345

Related Policies and Procedures: LCBOE P 03.18

LCBOE 03.18 AP 11

Lawrence County Board of Education does not discriminate on the basis of race, color, national origin, religion, marital status, sex, genetic information or disability in employment, educational programs, or activities as set forth in Title IX, Title VI, or Section 504.

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. **Classroom Visit:** A formative visit to the classroom, observation, or learning walk.
6. **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.
7. **Evaluatee:** A certified school personnel who is being evaluated.
8. **Evaluator:** The primary evaluator as described in KRS 156.557(5)(c)2.
9. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
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. **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.

15. **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.
16. **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.
17. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
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. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
20. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
21. **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.
22. **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.
23. **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.
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. **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.
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. **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.
- 30. **Student Growth:** Is defined by KRS 156.557(1)(c).
- 31. **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.
- 32. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
- 33. **Student Voice Survey:** The student perception survey provided by the department that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluatee or a district designated selection of students and provides data on specific aspects of the instructional environment and professional practice of the teacher or other professional evaluatee.
- 34. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
- 35. **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.
- 36. **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

PGES RESPONSIBILITIES:

Teachers play an important role in their own evaluations. As such, they must understand the Professional Growth and Effectiveness System and the tools used within the system to evaluate practice. Teachers will:

TIMELINE	ACTIVITY	TASK OR DOCUMENT	RESPONSIBILITY OF	
			TEACHER	EVALUATOR
Annually, within 30 calendar days of the start of employment	PGES Orientation	Orientation Meeting Sign-in documentation	X	X
Within 15 instructional days of the first day of pupil attendance	Identify an area of need Develop two student growth goals (SGG) Self-assess the SGG	Teacher Self-Reflection Teacher Student Growth Goal Draft Student Growth Goal (SGG) Rigor and Comparability Rubric: Self-Assessment	X	
Annually, within 25 instructional days of the first day of pupil attendance	Analyze Rigor and Comparability of SGG	Student Growth Goal (SGG) Rigor and Comparability Rubric: Professional Learning Community Peer Review		
Annually, within 30 instructional days of the first day of pupil attendance	Approval of SGG by Principal	Teacher Student Growth Goal Final	X	
Annually, within 45 instructional days of the first day of pupil attendance	Evaluation Planning Session (Formative Review) Professional Growth Planning (PGP)	Teacher Professional Growth Plan (PGP, SGG, and professional growth strategies and support needed to achieve those goals)	X	X
Annually, Fall	Student Voice	Student Voice Survey	X	X
As determined by educator plan cycle	Observations (as determined by educator plan observation cycle)	Pre-Observation Document Summative Evaluation and Observation Document Minimum of 4 observations per cycle (1 or 3 years) <ul style="list-style-type: none"> • Minimum of one Full Observation • Minimum of 3 Mini Observation (2 Supervisor and 1 Peer) • Peer and Full Observation must occur in final year of summative cycle • Last Observation must be Full and conducted by the evaluator • 	X	X
Within 5 days of observation	Post Observation Conference	Post Observation Document	X	X

By end of last instructional day in December	Self-Reflection	Ongoing (mid-year) Teacher Reflection (One-Year Cycle) or Ongoing (mid-year) Teacher Reflection (Three-Year Cycle)	X	
By end of last instructional day in April	Summative Evaluations of One-Year Cycle Certified teachers	Summative Evaluation and Observation Document PGP, annually		X
By end of last instructional day in April	Summative Evaluation of Three-Year Cycle Certified Teachers	Summative Evaluation and Observation Document PGP, annually		X

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

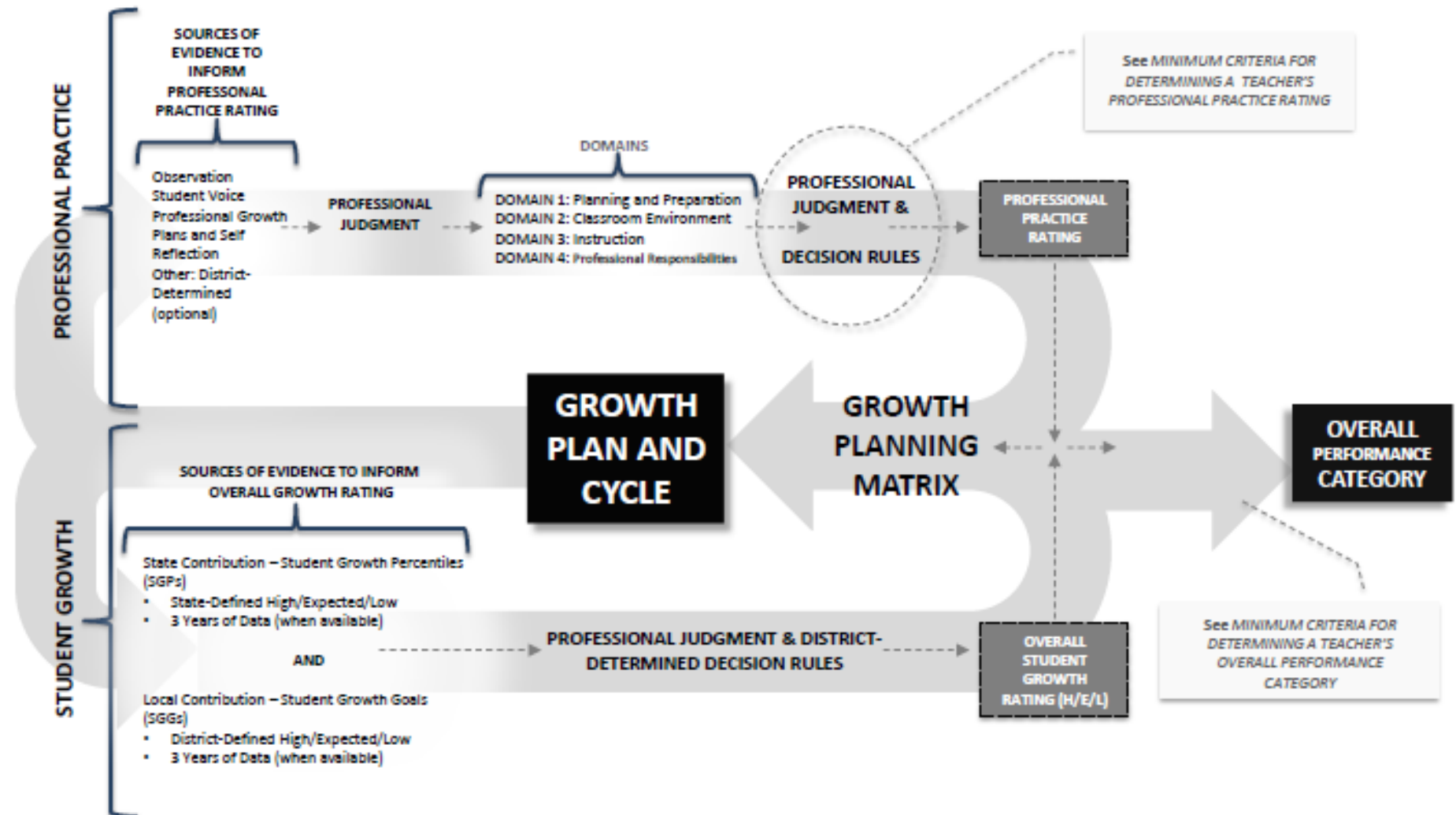
- Professional Growth Planning and Self-Reflection
- Observation
- Student Voice
- Student Growth Goals and/or Median Student Growth Percentiles (4-8 - Math & ELA)

Local District Decision

- ✓ Measures of Academic Progress (MAP), STAR, Kentucky Occupational Skills Standards Assessment (KOSSA), College Readiness Assessments
- ✓ 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.

KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF TEACHERS



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SOURCES OF EVIDENCE/FRAMEWORK FOR TEACHING ALIGNMENT

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

Professional Practice

Self-Reflection and Professional Growth Planning

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

The Professional Growth Plan (PGP) addresses realistic, focused, and measurable professional goals. The plan connects 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 identify explicit goals which drive the focus of professional growth activities, support, and on-going reflection.

Required

- ♦ **All Teachers and Other Professionals participate in self-reflection and professional growth planning each year.**
- ♦ **Self-Reflection and Professional Growth Planning will be documented via state approved technology platform and/or district approved forms.**

Required Timeline for Self-Reflection and Professional Growth Planning and Approval for Teachers and Other Professionals	
Annually, within 15 instructional days of the first day of pupil attendance.	Teacher reflects on his/her current growth needs on data and identifies an area of focus.
Late hires: within 30 instructional days of the first day of pupil attendance.	Teacher reflects on his/her current growth needs on data and identifies an area of focus
Annually, within 45 instructional days of first day of pupil attendance.	Collaborates with his/her evaluator, develops growth plan and action steps, and obtains approval.
Late hires: within 45 instructional days of first day of pupil attendance.	Collaborates with his/her evaluator, develops growth plan and action steps, and obtains approval.
By end of last instructional day in December	Implementation/Reflection on progress and impact of the plan on his/her professional practice.

By end of last instructional day in April	Summative reflection on the degree of goal attainment and implications for next steps.
Late hires will adhere to established timelines for Implementation/Reflection on progress and impact of the plan on his/her professional practice (if employed prior to last day of December) and Summative reflection on the degree of goal attainment and implications for next steps.	

All certified personnel are required by law to prepare a professional growth plan annually and to revisit it as the need arises for the purposes of review and revision. All professional growth plans will align with the goals and priorities of the school/district improvement plans. It is important to emphasize that professional growth is an ongoing process that will facilitate the progress of the individual toward improving instruction for student achievement. The superintendent professional growth will be developed and implemented pursuant to KRS 156.111.

All certified employees will develop a Professional Growth Plan by within 45 calendar days of the first day of school. The growth plan is to be submitted to and reviewed by the building principal and/or primary evaluator, or, in the case of district employees, the superintendent/designee. The professional growth planning process affords the evaluate and his/her primary evaluator an opportunity to discuss, develop, and ultimately agree upon a professional growth plan aligned with specific goals and objectives of the school or district of the school or district improvement plans. A well-developed professional growth plan guides the evaluation process leading to enhanced performance on the part of the employee.

There are three levels of performance that guide professional growth plans for tenured teachers as identified in the Type and Length of Educator Plan Matrix included in this plan. Non-tenured teachers at a minimum follow the guidelines of the Tenured Teachers Type and Length of Educator Plan except for the duration of the plan, which is a minimum of one year (if put on level 3 it could be less than one year). The three levels of PGP plans are: 1. Self-Directed Professional Growth, 2. Directed Professional Growth Plan, 3. Up to a 12-month improvement plan. The professional practice rating and the student growth goal rating determine the specific guidelines on the requirements within the PGP.

Level 1: Self-Directed Professional Growth Plan (3 year cycle)			
Low SGG Rating with Accomplished or Exemplary Professional Practice Rating	Expected SGG Rating with Developing Professional Practice Rating	High SGG Rating with Developing Professional Practice Rating	Expected or High SGG Rating with Accomplished or Exemplary Professional Practice Rating
<ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low student growth outcome • Formative review annually 	<ul style="list-style-type: none"> • Goals set by educator with evaluator input; • One goal must address low performance or outcomes • Plan activities designed by educator with evaluator input. • Formative Review annually 	<ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 	<ul style="list-style-type: none"> • Goals set by educator with evaluator input • Plan activities are teacher directed and implemented with colleagues. • Formative review annually
Level 2: One-Year Cycle Directed Professional Growth Plan		Level 3: Up to 12-Month Improvement Plan	
Low SGG Rating with Developing Professional Practice Rating Or, Expected or High SGG Rating with Ineffective Professional Practice Rating		Low SGG Rating with Ineffective Professional Practice Rating	
<ul style="list-style-type: none"> • Goal Determined by Evaluator • Goals focus on low performance/outcome area • Plan activities designed by evaluator with educator input • Formative review at mid-point • Summative at end of plan 		<ul style="list-style-type: none"> • Goal determined by evaluator • Focus on low performance area • Summative at end of plan 	

Observation

The observation process is one source of evidence to determine educator effectiveness that includes supervisor and peer observation for each certified teacher and other professional. Both peer and supervisor observations use the same instruments. The supervisor observation provides *documentation and feedback* to measure the effectiveness of professional practice. Only the supervisor observation will be used to inform a summative rating. Peer observation is used only for formative feedback on professional practice in a collegial atmosphere of trust and common purpose. NO ratings are given by the peer observer. The rationale for each type of observation is to encourage continued professional learning in teaching and learning through critical reflection.

KTIP Teacher observations will be conducted according to criteria set forth by the Education Professional Standards Board (EPSB).

Observation Model

The observation model must fulfill the following minimum criteria:

Required

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

Local District Decision

All observation types are defined as follows:

1. A full observation consists of a full class period or lesson observation scheduled and conducted by the evaluator.
2. Mini-observations are shorter sessions, approximately 20-30 minutes each, the observer will make note of the components observed in order to identify “look fors” in the next mini observation session, scheduled and conducted by the peer observer and evaluator.

Lawrence County Observation Model:

Three (3) Evaluator Observations and One (1) Peer Observation

1. There will be a **minimum** of four (4) observations in the summative cycle identified as a minimum of three observations conducted by the evaluator and one observation conducted by the peer.
2. The **evaluator** will conduct **three (3) observations**; a **minimum** of one of these observations a full observation conducted in the summative year of the educator plan cycle. At the discretion of the evaluator or upon teacher request, the observation type of the remaining two required observations could be two mini-observations or one full observation and one mini-observation. All observations shall be conducted openly and with the full knowledge of the teacher.
3. The peer observer will conduct **one (1) mini-observation** in the summative year of the educator plan cycle.

Observation Schedule

Required

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

Local District Decision

- ✓ Clearly define the observation schedule for Teachers and Other Professionals on a one year summative cycle.
- ✓ Clearly define the observation schedule for Teachers and Other Professionals on a three year summative cycle.

Observations may begin after the evaluation training takes place within the first 30 calendar days of employment.

The Lawrence County observation schedule is determined by the type and length of educator plan:

One Year Educator Plan Schedule (Non-tenured teachers and teachers identified by the Type and Length of Educator Plan for Tenured Teachers Matrix

First Semester Observation Schedule: Two mini observations by supervisor will be conducted in the first semester (last instructional day in December).

Second Semester Observation Schedule: The final two observations, mini peer observation and full observation by supervisor, will be conducted prior to last instructional day in April. The minimum required full observation must be the final observation. Summative evaluation shall be held prior to the last instructional day in April.

Three Year Educator Plan Schedule (as defined by the Type and Length of Educator Plan for Tenured Teachers Matrix):

Below is the recommended observation schedule an evaluator should follow for a three-year summative cycle (these are minimum requirements):

- Year One- (1) Mini Observation to be completed prior to the last instructional day in April.
- Year Two – (1) Mini Observation to be completed prior to the last instructional day in April.
- Year Three – (1) Peer Observation and (1) Full Observation to be completed prior to the last instructional day in April.
- The summative evaluation shall be held prior to the last instructional day in April.

Late Hires/Absenteeism

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

An evaluator may eliminate one of the required mini observations by the evaluator on a teacher hired after the 60th consecutive day of instruction. The peer observation and full observation cannot be omitted in this case.

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

Peer Observation

A Peer Observer observes, collects, shares evidence, and provides feedback for formative purposes only. Peer Observers do not score a teacher's practice, nor is peer observation data shared with anyone other than the observee unless permission is granted. A peer observer is trained certified school personnel.

Required

- ♦ **All Teachers and Other Professionals will receive a peer observation in their summative year.**
- ♦ **All Peer Observers participating during the summative year observations will complete the department approved training once every three years.**
- ♦ **All peer observation documentation will be accessed only by the evaluatee.**
- ♦ **Peer observations will be documented via state approved technology platform and/or district approved forms.**

Local District Decision

Peers may record observation data using one of the following methods:

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

All teachers will be placed in the pool as potential peer observers. Principals may utilize peer observers to serve within or across departments. They may also decide to utilize peer observers in more of a mentoring capacity where teachers with identified weaknesses observe other teachers who are strong in those areas.

All teachers will complete the department approved observation training at least every three years. The training is to be completed prior to participating in any peer observations. (This is for the observer and the observee.) Failure to complete training will result in a professional growth goal developed in this area.

Peer observers will be assigned at the school level by the building level administration.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements for teachers and other professionals:

Required

- ♦ **Conduct mini and full observation post-conferences within five working days following each observation**

Pre-Observation

Prior to mini and full observations, pre-observation conference will be held with teacher by the evaluator at least twenty-four (24) hours prior to observation, including completed pre-observation document (Appendix A: Pre-Observation Document) and lesson plan made available to evaluator twenty-four (24) hours prior to pre-observation conference. Alternative forms are provided for educators who fit the Other Professionals Category (Appendix C).

Post-observation

Post-conferences will, at a minimum, address the questions and topics of the post-observation conferencing form. Appendix: Post-Observation Conference Document. Alternative forms are provided for educators who fit the Other Professionals category.

Post-observation conferencing after a mini observation may focus on a particular domain/component within the Framework for Teaching that provides “look fors” for the next walkthrough or mini-observation.

The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Observer Certification

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

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

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

Required

The established cycle for observation certification is as follows:

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

Only evaluators who have passed the proficiency assessment can conduct mini and full observations for the purpose of evaluation. In the event that a evaluator has yet to complete the proficiency assessment, or if the evaluator does not pass the assessment, the district will provide the following supports:

- Observation data provided by a substitute observer is considered a valid source of evidence only if the evaluator is present in the observation.
 - In the event an evaluator is on leave and unable to complete evaluations due to an emergency situation such as prolonged illness, death of a significant other, etc., the district office can waive the presence of the evaluator.

In cases where the evaluator is not certified through the proficiency system and is therefore unable to conduct observations during the observation window, the Director of District Personnel will determine how to ensure teachers and other professionals have access to observations by making the following local decisions:

- Upon hiring, the district will purchase a Teachscape License for a evaluator who does not have certification.
- The evaluator will have 45 instructional days to take the proficiency assessments via Teachscape.

Local District Decision

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

- Supervisor will be assigned a mentor, by the Director of District Personnel, who has already passed Teachscape, if possible.
- Mentor will provide guidance and support as requested. It is not permissible for the mentor to take the exam with the supervisor.
- The mentor will review assessment results with the supervisor and will target areas of weakness.
- Go back through appropriate sections of training to establish understanding.

Support for those unable to pass the assessment after the second attempt and are subsequently locked out of the system will be supported by:

- Evaluator will be assigned a mentor, by the Director of District Personnel, who has already passed Teachscape, if possible.
- The mentor will review assessment results with the supervisor and will target areas of weakness.

- Go back through appropriate sections of training to establish understanding.
 - Study sessions focusing on the four domains of the Kentucky Adapted Framework for Teaching, and the four performance levels

Lawrence County teachers will have access to certified observers for observations and feedback in cases where their evaluator is not certified through the proficiency system and therefore unable to conduct the observation. In the event the building principal is unable to evaluate teachers due to not being certified through the proficiency system, the Superintendent will designate district-level personnel or principals from other buildings (certified through the proficiency system) to conduct the observations with the principal, modeling the process and provide mentorship of the proficiency system for the principal. Observation data provided by a substitute observer is considered a valid source of evidence only if the principal participated (passively) in the observation. Passive involvement will be waived in cases where a supervisor is unable to participate (long-term leave or other extenuating circumstances). In the event an evaluator is employed after the beginning of the school year, he/she will be provided thirty (30) days to obtain observation certification as an evaluator. If necessary, a substitute observer will conduct observations in which principal will participate (passively) in the observation.

The superintendent will be provided a list of evaluator certification and a chart of when calibration and recertification must occur.

Observer Calibration

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

Required

- ♦ **Observer calibration during years two and three of the Observer Certification process based on the department approved platform.**

All building level evaluators must complete calibration by September 1 each year. Successful completion of calibration is determined by obtaining a score of Demonstrated Accuracy.

Any evaluator who scores, Needs Practice or Needs Remediation, will be assigned a mentor and have a two week window to successfully complete calibration.

- ♦ **Re-certification after year three.**

All evaluators will be recertified via KDE approved platform to maintain evaluation certification. Recertification is to be completed by September 1.

If evaluator fails to complete recertification successfully by September 1st, he/she will be assigned a mentor and have a two week window to successfully complete recertification. Any evaluator receiving a red or yellow rating will receive additional support through training and mentoring opportunities.

Any late hire throughout the school year who do not have appropriate documentation of ongoing calibration and recertification must be brought current within the first 45 days of being assigned a Teachscape license.

Student Voice

The Student Voice Survey is a confidential, on-line survey collecting student feedback on specific aspects of the classroom experience and teaching practice.

Required

- ◆ **Teachers and other professionals will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students, if applicable.**
- ◆ **Student selection for participation must be consistent across the district.**
- ◆ **Results will be used as a source of evidence for Professional Practice.**
- ◆ **Formative years' data will be used to inform Professional Practice in the summative year.**
- ◆ **Appropriate teachers and administrative staff will read, understand, and sign the district's Student Voice Ethics Statement.**
- ◆ **The Student Voice Survey will be administered between the hours of 7:00 AM and 5:00 PM local time.**
- ◆ **The survey will be administered in the school.**
- ◆ **Survey data will be considered only when ten or more students are respondents.**

Local District Decision

- Lawrence County School District will implement the Student Voice Survey in a consistent manner for all teachers in the district with a **minimum** of one section per eligible teacher.
- Building principals will determine the section(s) participating in the Student Voice Survey. The rules for selection must be applied in a consistent manner to the entire school. For example; the principal would determine that the survey will be administered during the second period class.
- All participating teachers who do not have a class during the designated period would give the survey during another period designated by the building student voice survey coordinator. For example, all participating teachers who did not have a third period class could give the survey to their fourth period class on the same day. For this reason, some students may take the survey more than once.
- For classes that are participating in the survey, only students whose parents return the signed letter will be exempt from the survey. The *percentage* of a teacher's students who respond is not a factor; no minimum percentage is required.

- For teachers who work in collaborative classrooms, there are several scenarios on how their students may be surveyed, providing students have been engaged in the teacher’s instruction for no less than 15 classroom days and within the last 15 calendar days.
 1. In a collaborative classroom, the principal might choose for one of the collaborating teachers to have their students take the survey during another period when that teacher is the only teacher in the class.
 2. Another option for collaborative teachers, especially when neither teacher has a class where he/she is the only teacher, is for all of the students in the class to take the survey for one teacher in one class period and then take the survey for the second time during a different period.
- A teacher who has students in more than one category of survey questions (3-5, 6-12) will determine only one level of survey to administer to all students in that section. This information must be communicated to the district IC person who will make the appropriate designation in Infinite Campus.
- Students with IEPs or 504 Plans participating in the Student Voice Survey will receive the requisite supports to ensure equal access. [Guidance from individual student’s IEP or 504 plans will ensure the survey is implemented with fidelity and student responses are confidential, regardless of the modification or additional supports required.]
- All students, identified by the Kentucky Department of Education, will have the opportunity to participate in the survey.
- In the event a teacher cannot get the minimum of ten students they must still administer the survey in order for the results to be tracked back to school-wide trend data and may be utilized to inform professional growth plan.
- In some circumstances, classes may be combined in order to gather at least 10 data points. (e.g. special education, AP courses)
- The Student Voice Survey shall be administered during the state specified window.
- In the event that a teacher does not work directly with students on a regular basis the student voice survey will not be conducted.
- Students who are absent on the date of administration will have until the end of the survey window to complete their survey. It is each school’s responsibility to monitor attendance records during this time frame in order to ensure the opportunity for students to complete the survey.

Products of Practice/Other Sources of Evidence

Teachers and Other Professionals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the teacher’s practice within the domains. Both teachers and evaluators share responsibility for determining appropriate and relevant evidence. All evidence must be “products of an educator’s work that demonstrates knowledge and skills

of the educator”. In other words, evidence must be naturally occurring products related to the day-to-day work of teaching and learning.

Required

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

Local District Decision

Classroom Visits and Coaching Feedback

Evaluator will routinely visit teacher classrooms and provide coaching feedback. Coaching may consist of the following steps: specific Focus, data/evidence. conducting coaching session, action steps, and monitoring of action steps.

Additional Products of Practice-- evidence provided in support of educator practice may include, but not limited to:

- Program Review evidence
- team-developed curriculum units
- lesson plans
- communication logs
- timely, targeted feedback from classroom observations
- student data records
- student work
- student formative and/or summative course evaluations/feedback
- minutes from PLCs
- teacher reflections and/or self-reflections
- teacher interviews
- teacher committee or team contributions
- parent engagement surveys
- records of student and/or teacher attendance
- video lessons
- engagement in professional organizations
- action research
- Others---as agreed upon by supervisor and evaluatee

Student Growth

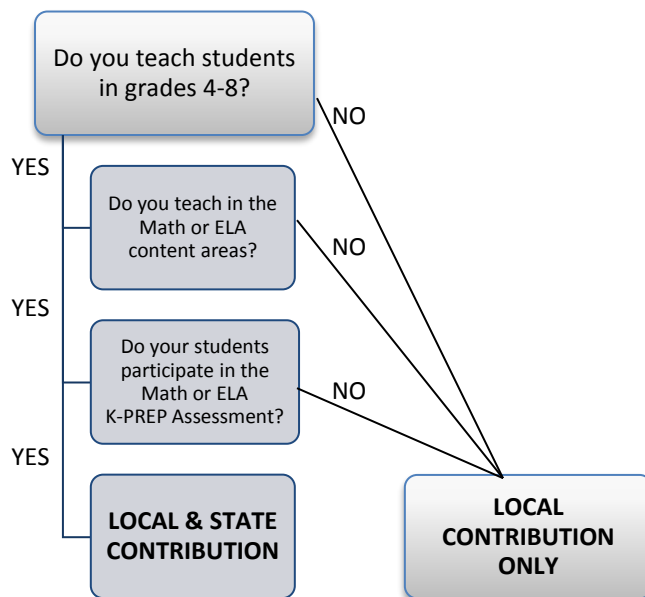
The student growth measure is comprised of two possible contributions: a state contribution and a local contribution. The state contribution pertains only to teachers in the following content areas and grade levels participating in state assessments:

- 4th – 8th Grade
- Reading
- Math

The state contribution is reported as Median Student Growth Percentiles (MSGP).

The local contribution uses the Student Growth Goal Setting Process and applies to all teachers and other professionals in the district, including those who receive MSGP.

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



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

The state contribution for student growth is a rating based on each student's rate of change compared to other students with a similar test score history ("academic peers") expressed as a percentile. The rating

will be calculated using the MSGPs for the students attributed the teacher of grades 4-8 math and ELA classes. The scale for determining acceptable growth will be determined by the Kentucky Board of Education and provided to the district by the Kentucky Department of Education.

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

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

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

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

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

Required

- ◆ **Identify all criteria for Student Growth Goals.**
- ◆ **All teachers and other professionals will write a Student Growth Goal based on the criteria.**
- ◆ **Protocol for ensuring rigor**
- ◆ **Protocol for ensuring comparability**

Local District Decision

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

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

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

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

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

TPGES Student Growth Goal Criteria

Required

- Teachers will write a student growth goal based on the following criteria:
- The SGG is congruent with appropriate grade level and content area standards 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.
- The SGG shall **NOT** be based on a student's progress on identified goals, objectives, or benchmarks on the individualized education program (IEP); doing so may compromise the integrity of the IEP.
- The SGG will include all students that have been enrolled a minimum of 100 instruction days or 60% of the instructional time allocated to the course in the event that the course does not last the entire school year or has irregular scheduling.

Process for Assessing the Rigor and Comparability of Student Growth Goals

For the purpose of goal-setting for student growth goals:

Rigor means congruency to the standards. In other words, the sources of evidence demonstrate where students are in meeting or exceeding the intent of the standard(s) being assessed. Additionally, growth and proficiency targets included in a student growth goal are challenging for students, but attainable with support. The district developed rigor rubric is organized around the key components of the **S.M.A.R.T.** goal setting process. The Rigor Rubric provides descriptors that the SGG itself is a **Specific, Measurable** goal that is **Appropriately aligned** with identified standards, that the SGG is **Relevant**, results-oriented growth goal for all students and is **Timebound** to a particular instructional interval (course, year). **Comparability means that data generated from similar classrooms (i.e., those addressing the same standards) would be interpreted in a comparable way** (i.e., use of common success criteria/rubric/performance expectations/performance levels) with respect to the intent of the standard. Assessments used to inform the development of, as well as those used to determine the degree to which the goal was met, are not necessarily comparable in terms of structure. Rather they are comparable in terms of the criteria used to determine progress toward attainment of the standard. Rubrics based on standards and developed by teams of teachers is a best practice for meeting comparability. The Lawrence County Schools Student Growth Goal Assessment Data Rubric, a standards-

congruent rubric, will provide an aggregate tool that is comparable and rigorous across grades and subjects within the district.

1. Within 15 instructional days of the first day of pupil attendance, all teachers will write one student growth goal (SGG) as directed below:
 - A. identify an area of need based on baseline data of current students that is aligned to content standards or job-specific duties.
 - B. develop one student growth goal (SGG) anchored in baseline data that includes:
 - 1) a growth target – describe the growth target set for 100% of students
 - 2) a proficiency target – identify goal for the percentage of students to reach proficiency
 - C. self-assess the SGG using the Lawrence County Schools SGG Rigor and Comparability Rubric (see Appendix A)
2. Within 25 days of the first day of pupil attendance, peer review will be conducted within a Professional Learning Community (PLC) assigned by principal, will review the rigor and comparability of the SGG utilizing the SGG Rigor and Comparability Rubric (see Appendix) prior to principal approval to:
 - 1) determine that the SGG fits the “acceptable” criteria of rigor
 - 2) determine that the SGG fits the “acceptable” criteria for comparability.
3. Within 25 days of the first day of pupil attendance, peer review protocol will have been applied to the SGG and submitted to the principal.
3. Within 30 days of the first day of pupil attendance, principals will approve or request revisions to SGGs.
4. Throughout the duration of the SGG, the teacher:
 - a. provides a variety of opportunities for students to demonstrate understanding of the content and their progress (rubrics, scoring guides, specific feedback etc.).
 - b. analyze formative assessments that evidence student growth throughout the interval of instruction
 - c. assesses student attainment of SGG a minimum of three times (pre, mid-course, and post)
5. Meet with principal to determine annual student growth by last instructional day in April.

Determining Growth for a Single Student Growth Goal (SGG)

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

- ♦ **Describe the protocol or process for using multiple sources of data and evidence to determine student growth ratings as low, expected, and high for both growth and proficiency.**

- ◆ Describe the protocol or process for using multiple sources of data and evidence to determine student growth ratings as low, expected, and high for other professionals and alternative settings.

Teachers will develop two local student growth goals:

- Pre-Test/Post-Test with Repeated Measures based on Enduring Skills and
- Local Student Growth Proficiency Goal based on Lawrence County Schools Pathway to Proficiency Accountability Dashboard or designated by principal

Student Growth Pre-Test/Post Test with Repeated Measures

Teachers will use pre- and post-tests results will be utilized as evidence to determine the growth identified in their goal. Teachers will maintain a record of results on interim measures throughout the duration of the SGG that allow students to act on the information provided. These measures will accompany descriptive feedback rather than evaluative feedback, student involvement in the assessment process, and opportunities for students to communicate their evolving learning while the teaching is in progress. **The teacher and supervisor will then look at the pattern across the repeated administrations to determine the growth rating for the SGG.**

Teachers will not utilize repeated measures on which students may demonstrate improvement over time simply due to familiarity with the assessment.

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

Growth portion of the goal

HIGH: Teacher has 90-100% of students meeting the growth portion of the goal

EXPECTED: Teacher has 80 to less than 90% of students meeting the growth portion of the goal

LOW: Teacher has less than 80% of their students meet the growth portion of the goal

Proficiency portion of the goal

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

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

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

OVERALL STUDENT GROWTH RATING				
GROWTH RATING	HIGH	<i>Expected</i>	<i>High</i>	<i>High</i>
	EXPECTED	<i>Expected</i>	<i>Expected</i>	<i>High</i>
	LOW	<i>Low</i>	<i>Expected</i>	<i>Expected</i>
		LOW	EXPECTED	HIGH
	PROFICIENCY RATING			

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

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

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

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

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

OTHER PROFESSIONALS STUDENT GROWTH GOAL (As evidenced from OPGES SGG)			
Other Professionals Student Growth Goal			
Student Growth Goal	Low Growth	Expected Growth	High Growth
_____ %	Below _____ %	____% - ____ %	Above_____ %

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

Combining State and Local Goals

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

- The local goal will account for 70% of rating
- The state goal will account for 30% of rating
- If a teacher has more than one MSGP attributed to them then an average combination of the two will be utilized for the MSGP portion. (Commonly pertains to self-contained 4th and 5th grade)

Ratings will be converted to numerical value: High = 3; Expected = 2; Low = 1

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

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

$(\text{Local Goal} \times .70) + (\text{State Goal} \times .30) = \text{Yearly Growth Rating}$

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

Scale	Rating
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	Low

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

Determining Growth for Multiple Student Growth Goals

The two local student growth goals and one state student growth goal will be of equal weight. Each rating will coincide with a numerical value.

High=3

Expected=2

Low=1.

Example: If a teacher receives a rating of high on the state growth goal and low rating on the two local goals, these three ratings would be averaged: High (3) + Low (1) + Low (1) = 5. Divide this total by three and the resulting score for this school year is a 1.67. Based on the average, the rating would be EXPECTED (see chart).

You will apply this average to the chart below.

Scale	Rating
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	Low

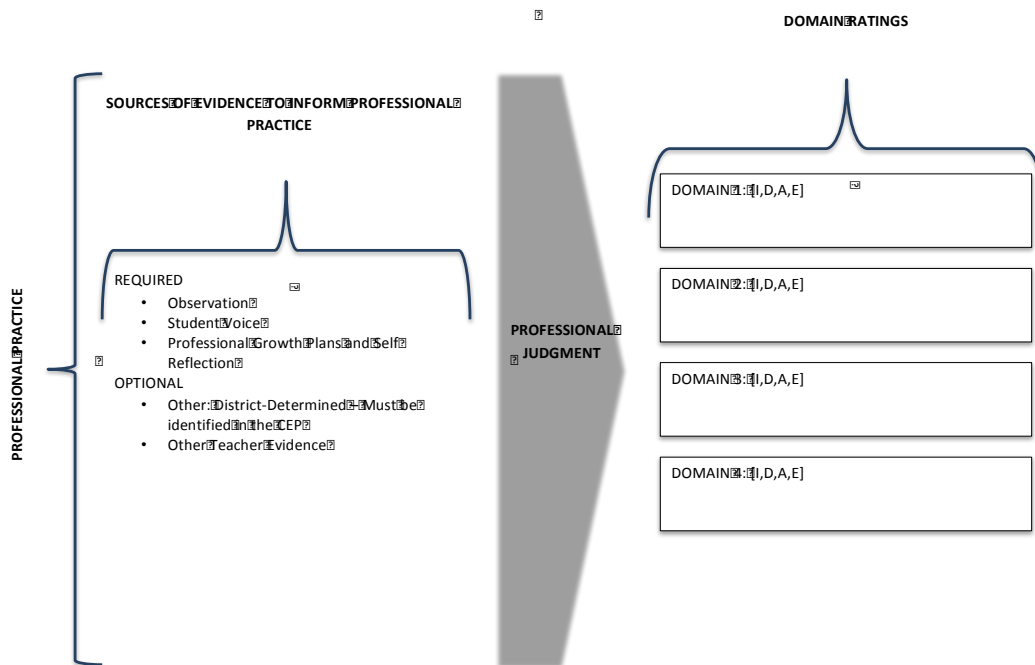
Rating Professional Practice

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

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

Required

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



Determining the Overall Performance Category

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

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

- ◆ Determine the individual domain ratings through the use of sources of evidence and professional judgment.

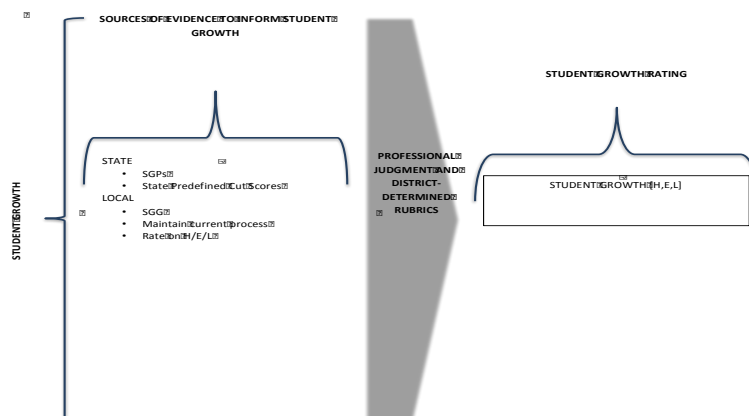
- ♦ Apply State Decisions Rules for determining an educator's Professional Practice rating.

CRITERIA FOR DETERMINING A TEACHER'S PROFESSIONAL PRACTICE RATING

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

Rating Overall Student Growth

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



Required

- ♦ SGG and MSGP (when available) will be used to determine overall Student Growth Rating.
- ♦ Determine the process for using up to three years of student growth data (when available) to determine overall Student Growth Rating for teachers.

Local District Decision

Required

- ♦ SGG and MSGP (when available) will be used to determine overall Student Growth Rating.
- ♦ Up to three years of student growth data (when available) will be used to determine overall Student Growth Rating regardless of the type and length of educator plan.

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

LOW = 1

EXPECTED = 2

HIGH = 3

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

Example:	Year #1 High =3	Year #2 Low = 1	$3+1= 4$	$4/2 = 2$	Overall SGG= Expected
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LOW = 1.0 – 1.49

EXPECTED = 1.5 – 2.49

HIGH = 2.5 – 3.0

Overall Performance Category

Required

Apply State Overall Decision Rules for determining educator's Overall Performance Category.

- Implement the Overall Performance Category process for determining effectiveness.
- All ratings must be recorded in the department-approved technology platform.

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

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

Professional Growth Plan and Summative Cycle

Based on the overall Professional Practice rating and Student Growth rating, the type of Professional Growth Plan and the length of the summative cycle is determined using the chart below.

Type and Length Educator Plan Matrix

PROFESSIONAL GROWTH PLAN AND CYCLE FOR TENURED TEACHERS			
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) set by teacher with evaluator input One goal must focus on low student growth outcome Formative review annually 	
	ACCOMPLISHED	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> 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 	
	DEVELOPING	ONE-YEAR CYCLE DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) determined by Evaluator Goals focus on professional practice and student growth Plan activities designed by evaluator with teacher input Summative review annually 	THREE-YEAR CYCLE SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> Goal(s) set by teacher with evaluator input; one must address professional practice or student growth Formative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> Goal(s) determined by evaluator Focus on low performance area Summative at end of plan 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> Goal(s) set by educator with evaluator input Formative review annually
		LOW	HIGH
		STUDENT GROWTH RATING	

PRINCIPAL AND ASSISTANT PRINCIPAL PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM

PPGES TIMELINE PRINCIPAL RESPONSIBILITIES:

Principals play an important role in their own evaluations. As such, they must understand the 1) Principal Professional Growth and Effectiveness System, 2) Principal Performance Standards and the tools used within the system to evaluate practice. Principals will:

Timeline	Activity	Task or Document	Responsibility of	
			<i>Superintendent</i>	<i>Principal</i>
By August 1	<ul style="list-style-type: none"> Superintendent reviews expectations of PPGES 	<i>Fulfills the 30 calendar day requirement for evaluation</i>	X	
By September 1	<ul style="list-style-type: none"> Observer Calibration 	<i>State-approved format of training</i>	X	X
By September 30th	<ul style="list-style-type: none"> Principals conduct self-reflection on survey results and performance standards Principal and superintendent collaboratively develop PGP Principal and superintendent collaboratively set student growth goal 	<i>Principal/Assistant Principal Reflection, Goal Setting and Professional Growth Plan</i>	X	X
By Mid-October	<ul style="list-style-type: none"> Possible location for Val-Ed Survey (can be schedule at any point during the year) 			X
Prior to mid-year review	Superintendents conduct observation/site visit	<i>Site Visit/Mid-Year Performance Review Documentation Template</i>	X	
By January 31	Mid-Year Conference with the principal including review of student growth goal, PGP, and documentation	<i>Principal/Assistant Principal Reflection, Goal Setting and Professional Growth Plan</i> <i>Site Visit/Mid-Year Performance Review Documentation Template</i>	X	X
March	Teachers, principals and superintendents complete TELL KENTUCKY (another possible location for Val-Ed)			X

By last instructional day in April	Superintendents conduct observation/site visit	<i>Site Visit/Mid-Year Performance Review Documentation Template</i>	X	
By last instructional day in April	End-of-Year Review/Summative of all Principals including review of student growth goal, PGP, and documentation	<i>Principal/Assistant Principal Reflection, Goal Setting and Professional Growth Plan</i> <i>Principal/Assistant Professional Growth and Effectiveness Summative Document</i>	X	X

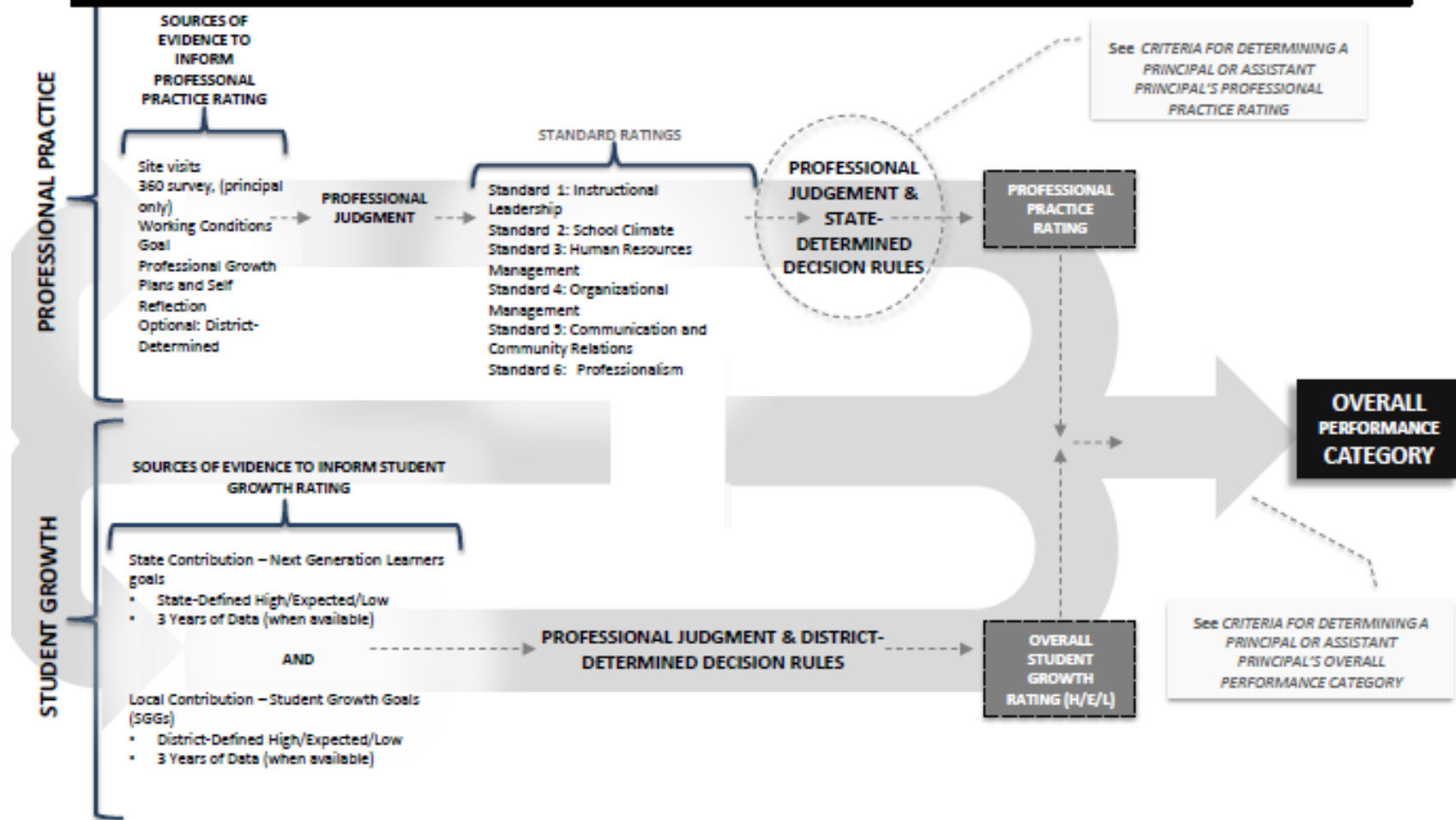
PPGES TIMELINE ASSISTANT PRINCIPAL RESPONSIBILITIES:

Assistant Principals also play an important role in their own evaluations. As such, they must understand the 1) Principal Professional Growth and Effectiveness System, 2) Principal Performance Standards and the tools used within the system to evaluate practice. Assistant Principals will:

Timeline	Activity	Task or Document	Responsibility of	
			Principal	Assistant Principal
By August 1	<ul style="list-style-type: none"> Principal reviews expectations of PPGES 	<i>Fulfills the 30 calendar day requirement for evaluation</i>	X	
By September 1	<ul style="list-style-type: none"> Observer Calibration 	<i>State-approved format of training</i>	X	X
By September 30th	<ul style="list-style-type: none"> Asst. Principals conduct self-reflection on survey results and performance standards Asst. Principal and Principal collaboratively develop PGP Asst. Principal inherits principal growth goals 	<i>Principal/Assistant Principal Reflection, Goal Setting and Professional Growth Plan</i>	X	X
Prior to mid-year review	Principal completes data collection/observation	<i>Data Collection/Mid-Year Performance Review Documentation Template</i>	X	
By January 31	Mid-Year Conference with the assistant principal including review of student growth goal, PGP, and documentation	<i>Principal/Assistant Principal Reflection, Goal Setting and Professional Growth Plan</i> <i>Data Collection/Mid-Year Performance Review Documentation Template</i>	X	X
March	Teachers, principals, assistant principals, and superintendents complete TELL KENTUCKY			X
By last instructional day in April	Principals conduct data collection/observation	<i>Data Collection/Mid-Year Performance Review Documentation Template</i>	X	
By last instructional day in April	End-of-Year Review/Summative of Assistant Principal	<i>Principal/Assistant Principal Reflection, Goal</i>		

	including review of student growth goal, PGP, and documentation	<i>Setting and Professional Growth Plan</i> <i>Principal/Assistant Principal Professional Growth and Effectiveness Summative Document</i>	X	X
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KENTUCKY PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM MODEL FOR SUMMATIVE EVALUATION OF ASSISTANT PRINCIPALS AND PRINCIPALS



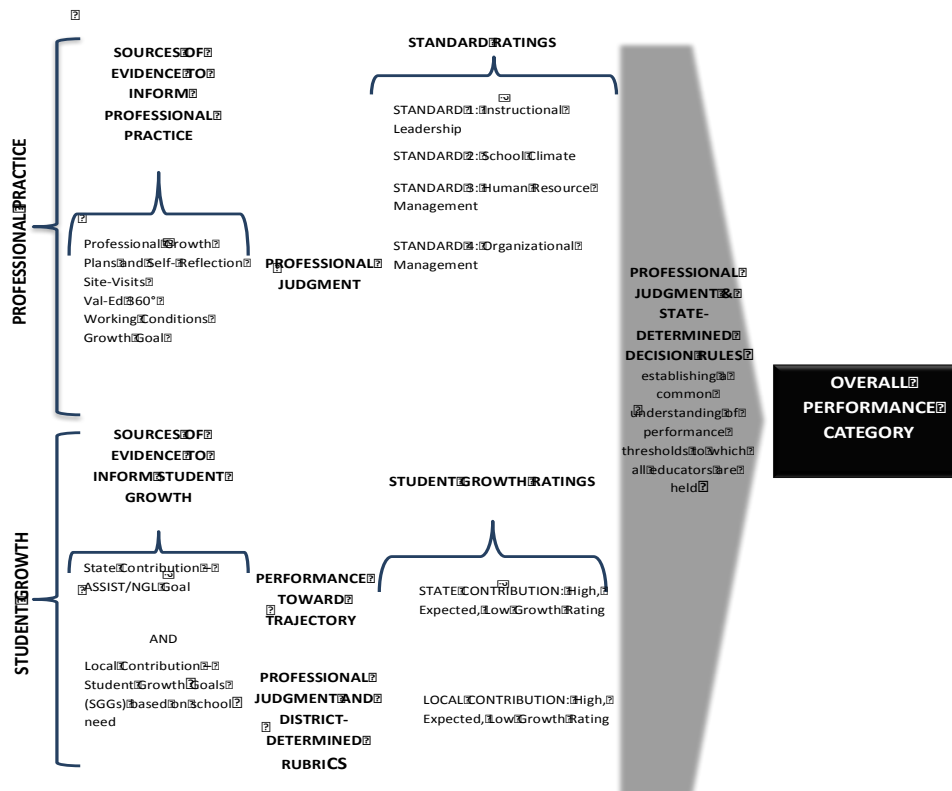
SOURCES OF EVIDENCE/FRAWORK FOR PRINCIPAL/ASST PRINCIPAL ALIGNMENT

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

Principal/Assistant 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 must be grounded in the common framework identified: The Principal Performance Standards.

Principal/Assistant Principal Performance Standards

The Principal Performance Standards are designed to support student achievement and professional best-practice through the standards of Instructional Leadership; School Climate; Human Resource Management; Organizational Management; Communication & Community Relations; and Professionalism. Included in the Performance Standards are Performance Indicators that provide examples of observable, tangible behaviors that provide evidence of each standard. The Performance Standards provide the structure for feedback for continuous improvement through individual goals that target professional growth, thus supporting overall student achievement and school improvement. Evidence supporting a principal's or assistant principal's professional practice will be situated within one or more of the six standards. Performance will be rated for each standard according to the 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 standard.

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

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

PRINCIPALS

Required Sources of Evidence

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

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

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

Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. **These evidences should be part of the regular**

practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.

- ✓ Other Sources

ASSISTANT PRINCIPALS

Required Sources of Evidence

- ♦ Professional Growth Planning and Self-Reflection
- ♦ Data Collection (twice per year)
- ♦ Working Conditions Goal (inherited by assistant principal from principal)
- ♦ State and Local Student Growth Goal data (inherited by assistant principal from principal)

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

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

Principals may provide additional evidences to support assessment of their own professional practice. These evidences should yield information related to the principal's practice within the standards. **These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning.**

- ✓ Other Sources

Professional Practice

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

Professional Growth Planning and Self-Reflection

Completed by principals & assistant principals

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

Required:

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

Local District Decision:

- Self-reflection and Professional Growth Planning for principals/assistant principals shall be completed by September 30 annually
- For principals/assistant principals employed after the beginning of the school year, self-reflection and professional growth planning shall be completed within the first thirty (30) instructional days of employment.
- Principal and Assistant principals will submit their self-reflection and professional growth plans via the state approved technology platform or using a district approved form.
- At a minimum the progress toward meeting the professional growth plan will be monitored during each site visit conducted by the superintendent/designee. Additional monitoring protocols may be put in place if the principal is not progressing adequately.
- It is the responsibility of the building level principal to monitor and track the attainment of the assistant principal.

The Professional Growth Plan is the vehicle through which the outcomes of self-reflection are organized, articulated as specific goals, contextualized in a support framework, and monitored through pre-determined methods. Together, the multiple measures of self-reflection and professional growth planning provide critical information in determining a rating for each standard. Self-reflection improves principal practice through ongoing, careful consideration of the impact of leadership practice

on student growth and achievement. Reflective practices and professional growth planning are iterative processes. The principal/assistant principal:

- (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 supervisor to develop a professional growth plan and action steps;
- (3) documents the plan;
- (4) implements the plan;
- (5) regularly reflects on the progress and impact of the plan on his or her professional practice;
- (6) modifies the plan as appropriate;
- (7) continues implementation and ongoing reflection;
- (8) and, finally, conducts a summative reflection on the degree of goal attainment and the implications for next steps.

Required Timeline for PGP Development, Approval and Self-Reflection

- By September 30, principals and assistant principals will conduct self-reflection on survey results and performance standards.
- By September 30, principals/assistant principals will meet with their evaluator to collaboratively develop the Professional Growth Plan and set student growth goals.
- By January 31, principals/assistant principals will review student growth goals, professional growth plan, and documentation of professional practice.
- By January 31, principals/assistant principals will reflect on the progress and impact of the plan on his or her professional practice as part of the mid-year performance review.
- By last instructional day in April principals and assistant principals conduct a summative reflection (Part E, Section 3) on the degree of professional growth goal attainment and the implications for next steps on the Principal Reflection, Goal Setting and Professional Growth Plan (Appendix B).
- Late hires will be addressed using the same timelines stated above.

Site-Visits - For Principals

Completed by superintendent/designee of principal

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.**

Local District Decision:

- Formal site visits will be conducted by of principal at least twice each year.
- The first site visit will occur prior to mid-year performance review. Mid-year performance review will occur prior to January 31. The second site visit will occur between January 31 and the last instructional day in April.
- The summative evaluation shall be held by last instructional day in April.
- Conferences shall occur with the principal within five working days of the site visit.
 - Self-Reflection
 - PGP Progress
 - SGG Progress
 - Working Conditions Goal Progress
 - Evidences relevant to the 6 principal standards
 - TELL and/or VaED results
- Site visits will include all six principal standards.
- Any administrator hired after January 1 will only be required to have one formal site visit completed.
- Classroom visits, discussions with personnel and students, parent involvement, review of survey data, may occur during visits.
- Site visits will be documented on Site Visit/Mid-Year Performance Review Documentation Form and be recorded using one of the following two options:
 - Kentucky Department of Education approved technology platform
 - District approved forms/documents

Data Collection - For Assistant Principals

Completed by principal

Data Collection is a method by which the principal may gain insight into the assistant principal's practice in relation to the standards. During data collection, the principal will discuss various aspects of the job with the assistant principal, and will use the assistant principal's responses to determine issues to further explore with the faculty and staff.

Required:

- ◆ **Conducted at least twice each year.**
- ◆

Local District Decision:

- Data Collection will be conducted by the principal of the assistant principal at least twice each year.
- The first data collection will occur prior to mid-year performance review. Mid-year performance review will occur prior to January 31. The second data collection will occur between January 31 and the last instructional day in April.
- The summative evaluation shall be held by last instructional day in April.
- Conferences shall occur with the assistant principal within five working days of the site visit.

- Self-Reflection
 - PGP Progress
 - SGG Progress
 - Working Conditions Goal Progress
 - Evidences relevant to the 6 principal standards
 - TELL results
- Data Collection will include all six principal standards or those specifically assigned to the assistant principal.
 - Any administrator hired after January 1 will only be required to have one data collection completed.
 - Classroom visits, discussions with personnel and students, parent involvement, review of survey data, may occur during data collection.
 - Data Collection will be documented on Data Collection/Mid-Year Performance Review Documentation Form and be recorded using one of the following two options:
 - Kentucky Department of Education approved technology platform
 - District approved forms/documents

Mid-Year Performance Review – For Principals and Assistant Principals

- Mid-year performance review will be held by January 31.
- Mid-year conference with the principal/assistant will include review of student growth goal, PGP, and documentation.
- Conference shall occur with the principal/assistant within five working days of the mid-year performance review.
- Performance ratings based on six principal standards will be identified and reviewed with principal/assistant during mid-year conference.
- Mid Year Performance Review will be documented on Mid-Year Performance Review template and included on the Principal/Assistant Principal Professional Growth and Effectiveness Summative Document.
- Any administrator hired after October 1 will not be required to have a mid-year performance review, but will be required to have a site visit or data collection completed by January 31.

Val-Ed 360°

Completed for principals – *not completed for assistant principals*

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

Required:

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

Local District Decision:

Required:

- The Director of District Personnel will serve as point of contact for Val-Ed 360 administration.
- Conducted at least once every two years in the school year that TELL Kentucky is not administered.
- The Superintendent/designee will ensure all teachers and appropriate administrative staff are provided training on the completion of Val-Ed 360°.
- The Superintendent/designee will ensure that all Val-Ed 360° survey letters are distributed prior to or at the beginning of the administration window in March of the alternating year that The TELL Kentucky survey is administered.
- Val-Ed 360° will be administered at least once every two years that TELL Kentucky is not administered.
- The Superintendent/designee will ensure that results from the Val-Ed 360° are used to inform principal growth and that the results are connected to the Principal Performance Standards. The intended use of Val-Ed 360° results is to inform and develop Principal Professional Growth Planning, Mid-Year Performance Review, Site-Visit conferencing, Working Conditions Growth Goal support, etc.
- The Superintendent/designee will ensure that results from the Val-Ed 360° will only be available to the principal and the superintendent/designee.
- A principal who is hired must be in position for at least 60 working days in order to have the Val-Ed survey completed.

Working Conditions Goal

Goal inherited by Assistant Principal

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

Required:

- ♦ Developed following the completion of the TELL Kentucky Survey.
- ♦ Minimum of one two-year goal.

Local District Decision:

Connecting TELL Kentucky data to principal performance involves building the capacity for principals and their superintendents to interpret and use TELL Kentucky data to set a target goal for Working Conditions improvement that connects to the Principal Performance Standards and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey.

WORKING CONDITIONS GOAL REQUIRED:

- Working Condition Growth Goal developed following the completion of the TELL Kentucky Survey.
- A minimum of one Working Condition Goal for each 2-year period.
- Utilizing the TELL Survey Results the Principal and Superintendent in collaboration will develop the Working Conditions Goal rubric.
- A mid-year review will be conducted in conjunction with the superintendent/designee following the guidance of the Lawrence County Schools Professional Growth Planning document at the mid-year performance review.
- Teacher/staff surveys and/or reflection may be used to inform the Working Conditions Goal(s).
- Evidences of the Work Conditions Goal will be documented on the Principal Reflective Practice, Student Growth, TELL Working Conditions, and Professional Growth Template

Principals are responsible for setting a 2-year Working Conditions Growth Goal based on the most recent TELL Kentucky Survey www.tellkentucky.org. 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.

Connecting TELL Kentucky data to principal performance involves building the capacity for principals and their superintendents to interpret and use TELL Kentucky data to set a target goal for Working Conditions improvement that connects to the Principal Performance Standards and impacts the working conditions within their building. Setting goals—not just any goals, but goals based on whole staff feedback—is a powerful way to enhance professional performance and, in turn, positively impact school culture and student success. Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey and targeted to the appropriate TELL category:

1. Time
2. Facilities and Resources
3. Community Support and Involvement
4. Managing Student Conduct

5. Teacher Leadership
6. School Leadership
7. Professional Learning
8. Instructional Practices and Support

Following a review of TELL Kentucky results, the principal, in collaboration with the superintendent/designee, will:

- identify questions that signify areas of growth that the principal can address that will impact school culture and ultimately student success.

The principal will:

- connect the Target Questions to the appropriate Performance Standard, which becomes the Target Performance Standard for the Working Conditions Growth Goal.
- The Working Conditions Growth Goal statement should be specific to the principal (and supported by the assistant principal) and should identify the specific growth that the principal plans to accomplish in the 2-year cycle of TELL Kentucky.

The rubric is established when setting the Working Conditions Growth Goal in collaboration with the superintendent/designee. An “Accomplished” result is the expected outcome from the goal. To achieve “Exemplary” the goal must be exceeded. A mid-year review shall be conducted with the superintendent/designee. Documentation of the principal’s growth goals will be evidenced through the Lawrence County Schools Principal/Assistant Principal Professional Growth Plan document.

Principals will write one local Working Conditions Growth Goal in collaboration with the Superintendent/designee. Growth will be measured as follows:

Expected Growth: + or – 10%
 High Growth: More than 10% above goal
 Low Growth: More than 10% below goal

PRINCIPAL’S WORKING CONDITIONS GROWTH GOAL (As evidenced from Principal PGP Plan Appendix) <i>(Two Year Goal Based on Tell Kentucky Survey Results)</i>			
WORKING CONDITIONS GROWTH GOAL RUBRIC			
Ineffective _____ % and below	Developing _____ % to _____ %	Accomplished _____ % to _____ %	Exemplary _____ % and above

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

Progress of working condition goal will be addressed in each site visit conference. Principal should be prepared with formative data to show how he/she is progressing toward goal attainment.

Support Dialogue

The *Support Dialogue Process* is initiated by superintendents or principals at any point during the school year for use with personnel whose professional practice would benefit from additional support. This is an optional component designed to facilitate discussion about the area(s) of concern and ways to address those concerns. The *Support Dialogue* process should not be construed as applying to poor performing principals. The option for a *Support Dialogue* is open to any principal who desires assistance in a particular area.

During the initial conference, both parties share what each will do to support the principal's growth and decide when to meet again. To facilitate the improvements, they may choose to fill out the optional *Support Dialogue Form* in Part III. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the superintendent and principal meet again to discuss the impact of the changes.

The entire *Support Dialogue* process is intended to be completed in a relatively short time period (for example, within a six-week period) as it offers targeted support. If the *Support Dialogue* was initiated by a principal seeking self-improvement, the superintendent and the principal may decide at any time either to conclude the process or to continue the support and allocate additional time or resources.

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 standards.

Local District Decision:

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 practice within the standards. These evidences should be part of the regular practice of the principal and not created solely for use as evidence. In other words, evidence must be naturally occurring products related to the day-to-day work of principal leadership and learning. Evidence may include, but not limited to:

- SBDM Minutes
- Faculty Meeting Agendas and Minutes
- Department/Grade Level Agendas and Minutes

- PLC Agendas and Minutes
- Leadership Team Agendas and Minutes
- Learning Walk/Walk-through documentation
- Budgets
- EILA/Professional Learning experience documentation
- Surveys
- Professional Organization memberships
- Parent/Community engagement surveys
- Parent/Community engagement events documentation
- School schedules
- Others: as agreed upon by supervisor and principal

Student Growth

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

State Contribution

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

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

Required:

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

Local District Decision:

The principal will collaborate with the Superintendent/designee to determine assist goal and the interim trajectory with the state target as a minimum. 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 school report card reports trajectory data under the Delivery Target Tab and also through the link to School Trend data. The superintendent/designee and the principal will meet to discuss the trajectory for the goal and to establish the year's goal that will help reach the long-term trajectory target. New goals are identified each year based on the ASSIST goals. The goal should be customized for the school

year with the intent of helping improve student achievement and reaching the long term goals through on-going improvement.

The goal should be:

- based on actions that can be taken by the principal to impact results as opposed to actions that can be assigned by the principal to teachers
- connected to other school/district initiatives where appropriate
- 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.

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

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

High: Reaching or exceeding the trajectory percentage P/D

Expected Growth: Growth that is at least half way to, but does not reach the trajectory percentage

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

For example:

- ✓ if our current proficiency/distinguished percentage for all students was at 56%
- ✓ the state trajectory data shows that we should be at 66% at the end of this year
- ✓ These two data points would provide the basis for the rubric.

Example of H,E,L Growth (If Trajectory Target was to move from 56% P/D to 66% P/D)		
Low	Expected	High
Less than 61%	61% to 66%	Greater than 66%
This would indicate that the principal did not even make it half way to the trajectory goal.	This would indicate the principal made it more than half way, but did not reach the trajectory goal.	This would indicate that the principal reached or exceeded the trajectory goal.

Local Contribution

Based on School Need - Goal inherited by Assistant Principal

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

Required:

- ♦ **Based on gap population unless State goal is based on Gap population.**
- ♦ **Based on Lawrence County Schools Pathway to Proficiency Accountability Dashboard**

Local District Decision:

- ✓ **Describe process for determining high, expected, low growth.**
 - **Describe process for determining high, expected, low growth if multiple local student growth goals are required.**
- The principal will develop two local student growth goals.
- Describe process to develop local goals.
- Describe process for determining high, expected, low growth.

Principals, in collaboration with superintendent/designee, will develop a minimum of two local student growth goals based on school need.

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

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

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

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

PRINCIPAL LOCAL STUDENT GROWTH GOAL			
GOAL:			
Principal Local Student Growth Goal			
Student Growth Goal	Low Growth	Expected Growth	High Growth
____ %	Below ____ %	____% - ____ %	Above ____ %

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

Determining the Overall Performance Category

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

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

Rating Overall Professional Practice

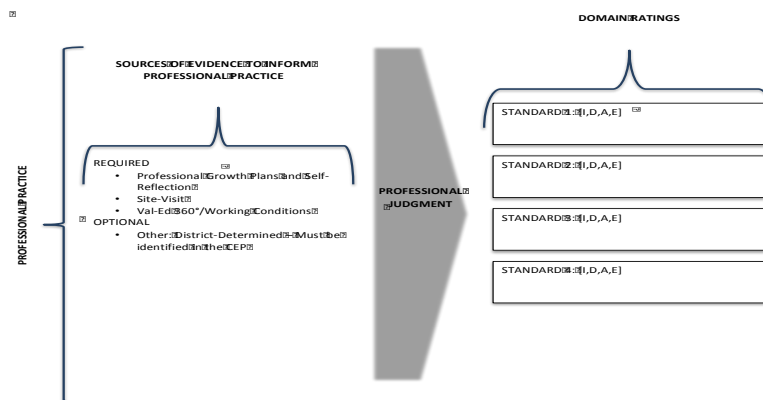
Required:

- ♦ Use decision rules to determine an overall rating.
- ♦ Record ratings in the Kentucky Department of Education approved technology platform.

Local District Decision:

Timeline for rating Professional Practice will be a minimum of two reviews conducted annually. The mid-year performance review for the principal will be conducted by the superintendent/designee by January 31 and the summative review will be conducted by last instructional day in April of each year. The mid-year performance review for the assistant principal will be conducted by the superintendent/designee by January 31 and the summative review will be conducted by last instructional day in April of each year.

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



Determining Professional Practice

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

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

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

Rating Overall Student Growth

Overall Student Growth Rating results from a combination of professional judgment and the district-developed instrument. The instrument is designed to aid the evaluator in applying professional judgment

to multiple evidences of student growth over time. Student growth ratings must include data from both the local and state contributions.

Required:

- ♦ **Determine the rating using both state and local growth.**
- ♦ **Determine the rating using multiple years of data up to 3 years (when available).**
- ♦ **Record ratings in the department-approved technology platform.**

Local District Decision:

Student Growth Ratings for One Year of Data

The State SGG, the Local Gap SGG, and the Local Proficiency SGG will be of equal weight. Each rating will coincide with a numerical value.

High=3

Expected=2

Low=1.

Example: If a principal gets a high rating on the state growth goal, a low rating on the local gap goal, and a low rating on the local proficiency goal, these three ratings would be averaged: High (3) + Low (1) + Low (1) = 5. Divide this total by three and the resulting score for this school year is a 1.67. Based on the average, the rating would be EXPECTED (see chart).

You will apply this average to the chart below.

Scale	Rating
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	Low

Student Growth Ratings for Multiple Years of Data

As principals compile multiple years of data they will combine these (up to three years) to obtain their overall rating.

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

Example:

In 2013-2014 the principal's student growth rating for the year was EXPECTED(2)

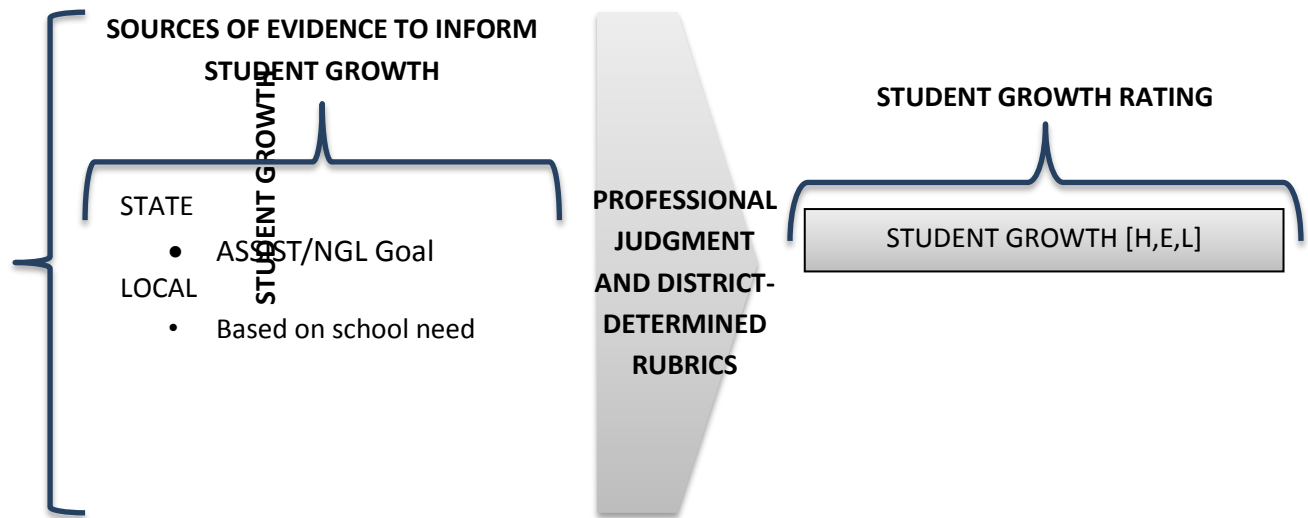
In 2014-2015 the principal's student growth rating for the year was LOW(1)

Expected (2) + Low (1) = 3

Since this is two years of data we will divide by two for a resulting score of 1.5
Applied to the chart below, the principal will receive an overall student growth rating of EXPECTED

You will apply this average to the chart below.

Scale	Rating
2.5-3.0	High
1.5-2.49	Expected
1.0-1.49	Low



Determining the Overall Performance Category

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

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

Required

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

CRITERIA FOR DETERMINING A PRINCIPAL'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
	Low OR Expected	Developing
Ineffective	Low, Expected OR High	Ineffective

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



District Certified Personnel

District Certified Personnel including the positions of Guidance Counselor, Librarian/Media Specialist, School Psychologist, Therapeutic Specialist, and Instructional Specialist will be evaluated in accordance with the Teacher Observation Schedule and Plan following the One Year Educator Plan Schedule for Non-Tenured Teachers and Three Year Educator Plan Schedule for tenured teachers.

District Administrators including the positions of Chief Academic Officer, Director of Finance, Director of Pupil Personnel and District Personnel, Director of Pupil Intervention, Director of Special Education, and District Technology Coordinator will be evaluated annually in accordance with the Job Description, Data Collection, and Conferencing Tool included in Appendix D.

Appeals/Hearings

All certified employees shall have the right to appeal a summative evaluation to the Local Evaluation Appeals Panel ("LEAP").

Formation of LEAP

A LEAP shall be established in accordance with KRS Chapter 156 and 704 KAR 3:345. The responsibility of the LEAP is to review and/or hear appeals from certified employees in reference to employees' summative evaluations. Two (2) members of the LEAP shall be elected by the certified employees of the District. One (1) member shall be appointed by the Board, and that person shall be a certified employee of the District. The Superintendent shall appoint one (1) of the three (3) members as LEAP Chairperson. Alternate membership to the LEAP shall be elected and appointed as stated above. LEAP elections and appointments will be held before September 15 of each school year. The names and positions of members, alternates, and chairperson shall be posted in each school and on file at the Central Office.

An alternate will serve on the LEAP under the following circumstances:

1. A member of the LEAP wishes to make an appeal;
2. Illness or circumstances beyond a member's control prevents attendance;
3. A relative of a panel member is appealing; or
4. A member has been prejudiced in the appeal being considered.

Appeals Procedure

All certified school personnel shall receive written notice of their right to appeal, including applicable deadlines and the right to request a hearing, at the time summative evaluation results are provided to the certified school personnel.

1. Certified personnel shall have the right to appeal within twenty (20) working days after receiving a summative evaluation. The LEAP will have no jurisdiction unless an appeal is filed with the LEAP. Appeals must be submitted in writing to the Superintendent.
2. Certified personnel shall submit their written appeals to the Superintendent using the Certified Evaluation Appeals Form. As directed by the Certified Evaluation Appeals Form, Certified school personnel shall specifically indicate whether or not a hearing is requested. If a hearing is not requested by the certified personnel, the LEAP will decide the matter on written documents submitted by the evaluatee and evaluator.
3. Upon receipt of an appeal from a certified personnel, the Superintendent shall notify the LEAP. The Certified Evaluation Appeals Form, along with any accompanying documentation, will be reviewed by the LEAP within ten (10) working days of receipt by the Superintendent.

At the time the LEAP conducts its initial review within ten (10) working days of receipt by the Superintendent, the LEAP shall do the following:

- If a hearing is requested, the LEAP shall set a hearing date not to exceed forty-five (45) calendar days from the date the appeal was received by the Superintendent and notify all parties in writing of the hearing date.
 - The LEAP shall send written notification to all parties regarding the appeal procedure, including all applicable submission deadlines.
 - If a hearing is requested, the LEAP shall send written notification of the hearing procedures, including all applicable submission deadlines and the right to have a chosen representative present at the hearing.
 - The LEAP shall advise in writing the evaluatee and the evaluator to submit a copy of all documentation that concerns the summative evaluation.
 - If a hearing is requested, the LEAP shall advise in writing the evaluatee and the evaluator to submit lists of persons who may be called as witnesses at a hearing.
4. If a hearing is requested, all documentation, including a list of witnesses, must be submitted to the LEAP Chairperson no later than five (5) working days prior to the scheduled hearing. Copies of all documentation, including a list of witnesses, must also be made available to all parties to the appeal no later than five (5) working days prior to any scheduled hearing.

Hearing

- Any hearing will be held within forty-five (45) calendar days from receipt of appeal by the Superintendent.
- The evaluatee and evaluator have the right to have a chosen representative, including an attorney, present at the hearing.
- The hearing will adhere to the following format:
- Reading of the written appeal by the LEAP Chairperson.
- Questioning of the evaluatee and/or evaluator by the panel.
- Presentation of relevant evidence and witnesses by the evaluatee in support of the appeal.
- Presentation of relevant evidence and witnesses by the evaluator in support of the summative evaluation.
- Follow-up questioning by panel of any witnesses, evaluatee, and/or evaluator.

- Dismissal of hearing.
- No party shall be allowed to present any documentation that has not been submitted to the LEAP Chairperson and made available to the other parties at least five (5) working days prior to the hearing. Nor shall the parties call any witnesses whose names were not submitted to the LEAP Chairperson and made available to all other parties at least five (5) working days prior to the hearing.
- At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.
- Based on the issues identified in the certified personnel's appeal documentation and presented during the hearing, the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
 1. Rule in favor of the appellant, either in whole or in part;
 2. Uphold the evaluation; or
 3. Call for a second evaluation by a trained evaluator.
 - The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
 - The decision of the LEAP shall be given in writing to both the appellant and the evaluator within thirty (30) working days of the hearing date. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.
 - The Appeal 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.

Appeal Without A Hearing

- If a hearing is not requested by the certified personnel on the Certified Evaluation Appeals Form, the LEAP will decide the matter based on written documents submitted by the evaluatee and evaluator.
- At any time, either the appellant or the evaluator may concede in writing to the LEAP Chairperson, and the LEAP process will be terminated.

- Based on the issues identified in the certified personnel's appeal documentation the LEAP shall determine whether the employee has demonstrated that a procedural violation has occurred under the District's evaluation plan and whether the summative evaluation is supported by the evidence. The LEAP may decide to:
4. Rule in favor of the appellant, either in whole or in part;
 5. Uphold the evaluation; or
 6. Call for a second evaluation by a trained evaluator.
- The Superintendent must take appropriate action consistent with the Appeal Panel's decision.
 - The decision of the LEAP shall be given in writing to both the appellant and the evaluator within forty-five (45) working days from receipt of appeal by the Superintendent. The decision of the LEAP shall include written notification of the right to appeal to the State Evaluation Appeals Panel pursuant to KRS Chapter 156 and 704 KAR 3:345, including the applicable timeline for such an appeal.

The Appeal 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.