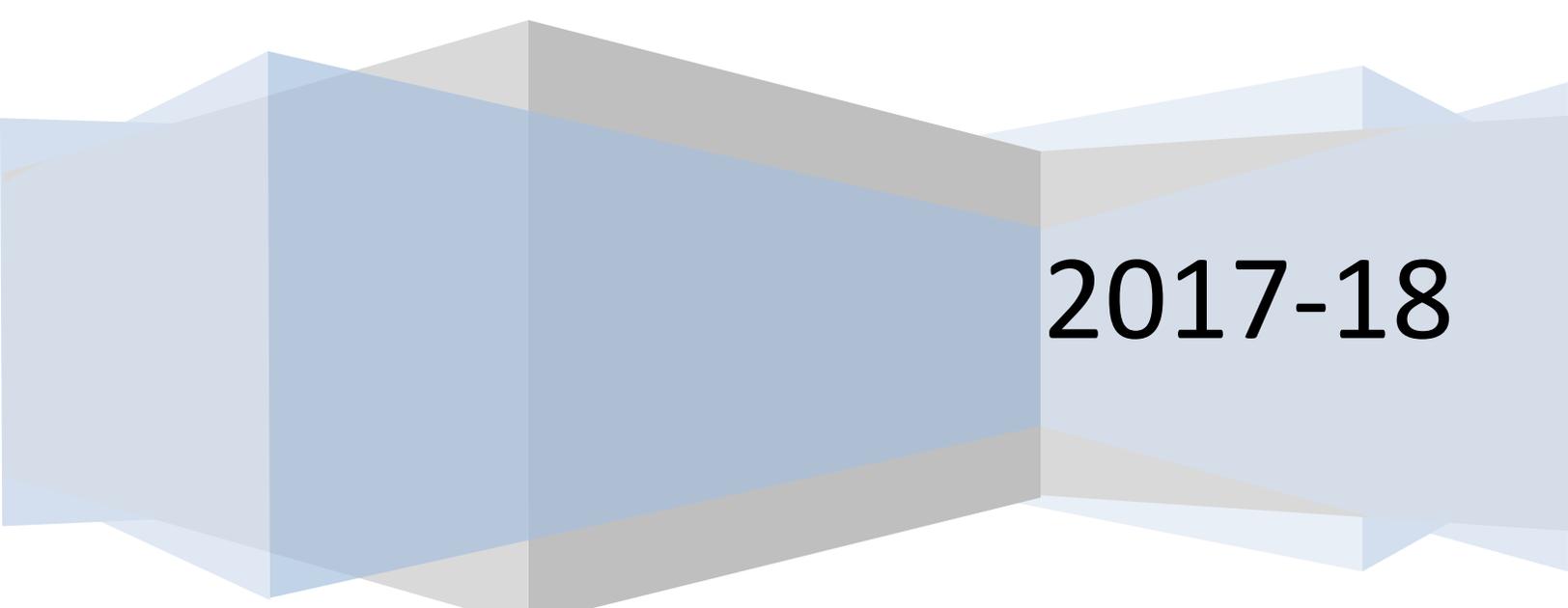


Southgate Independent School District
Updated July 2017

Certified Evaluation Plan



2017-18

Southgate Independent School District

Certified Evaluation Plan

Effective teaching and school leadership depend on clear standards and expectations, reliable feedback, and the tools, resources, and support for professional growth and continuous improvement.

The Certified Evaluation Plan was developed by a 50/50 committee consisting of an equal number of teachers and administrators. The plan was approved by the Southgate Board of Education for the 2017-18 school year.

Southgate Independent Certified Evaluation Plan –The vision for the Certified Evaluation Plan is to have every student taught by an effective teacher. The goal is to create a fair and equitable system to measure teacher effectiveness and act as a catalyst for professional growth.

Roles and Definitions

1. **Artifact:** A product of a certified school personnel’s work that demonstrates knowledge and skills.
2. **Assistant Principal:** A certified school personnel who devotes the majority of employed time in the role of assistant principal, for which administrative certification is required by EPSB.
3. **Certified Administrator:** A certified school personnel, other than principal or assistant principal, who devotes the majority of time in a position for which administrative certification is required by EPSB.
4. **Certified School Personnel:** A certified employee, below the level of superintendent, who devotes the majority of time in a position in a district for which certification is required by EPSB.
5. **Conference:** A meeting between the evaluator and the evaluatee for the purposes of providing feedback, analyzing the results of an observation or observations, reviewing other evidence to determine the evaluatee’s accomplishments and areas for growth, and leading to the establishment or revision of a professional growth plan.
6. **Evaluatee:** A certified school personnel who is being evaluated.
7. **Evaluator:** A certified school personnel/administrator conducting the evaluation.
8. **Formative Evaluation:** On-going feedback provided throughout the year.
9. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice.
 - b. Principals who are rated ineffective in professional practice.
10. **Job Category:** A group or class of certified school personnel positions with closely related functions.
11. **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.

12. **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.
13. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
14. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
15. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance.
16. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal.
17. **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 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.
18. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
19. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee and for a principal or assistant principal.
20. **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.
21. **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.
22. **Summative Evaluation:** Final assessment or outcome. Refer to timeframe below.

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

Local District Decision

- Walkthrough and conference data
- Work in PLCs and on-going lesson planning and assessment

All components and sources of evidence related supporting an educator's professional practice will be completed and documented to inform the Overall Performance Category.

All Summative Ratings will be recorded in the state/district-approved technology platform.

Professional Practice

Professional Growth Planning and Self-Reflection

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

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

- All teachers and other professionals will participate in self-reflection and professional growth planning each year.
- All teachers will document self-reflection and professional growth planning in State/District approved technology platform and district forms.

Teacher Evaluation Timeline

Description of Events	Dates
Orientation	Annually within the first 30 days of school
Notification of Evaluations	Beginning of school year
Self-Reflections	Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date.
Professional Growth Plan Goals	Within the first 30 days of the start of the school year. Late hires, after the first 30 days, will be within 15 days of their start date.
Optional Pre-Observation conference – Face to face or written	If applicable within 5 days prior to observation
Observations	Planned or unannounced after first 15 days of school through April 25
Post Observation conference – Face to face or written	Within 5 working days of the observation
Student Voice Surveys	Two week period during the spring or fall semester
Formal & Informal Observation and Data collection	Ongoing throughout the school year
OPGES	Follow all timelines and steps above, observations may be replaced with site visits
Summative Evaluation and Conferences	Due in district office by April 25 – for continuing contract and non-tenure

Observation Schedule for Tenured and Non-Tenured

Description of Cycle	Tenured	Non-Tenured
Observations	Minimum of 3 every 3 years	Minimum 3 every year
Final Observation	completed by the supervisor in year 3 of the cycle by April 25 th	completed by the supervisor each year by April 25 th
Summative Date	by April 25 th in the 3 rd year of the cycle	by April 25 th of each year
Late Hire Observations		Personnel hired after the start of school and after 60 days will have a reduced observation schedule.
Less than half-time Observations		Personnel that work less than .5 may have a reduced observation schedule.

Observation

The observation process is one source of evidence to determine teacher effectiveness. The supervisor observation will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The evaluatee will receive a copy of the evaluation. The supervisor observation will be used to inform a summative rating.

Observation Model

- The summative cycle, 3 years for tenure teachers and 1 year for non-tenure teachers, will include three (3) observations.
 - A minimum of 3 observations conducted by the supervisor. The observations can be any combination of mini (20 -30 minutes) or full observations.
 - Additional observations may be added.
 - Final observation is conducted by the supervisor and is a full observation.
 - The number of minimum observations of a teacher or other professional evaluatee during the summative evaluation cycle for teacher or other professional evaluatees who do not report for work sixty (60) or more consecutive school days will be reduced.
 - Non-tenured employees missing 60 or more consecutive school days will have a minimum of two observations.
 - Tenured employees missing 60 or more consecutive school days will have a minimum of one observations.
 - Extenuating circumstances may suspend the evaluation of an employee at the discretion of the evaluator.
- All observations must be documented in the state/district approved platform.

Observation Conferencing

Observers will adhere to the following observation conferencing requirements

- Pre conferences are not mandatory but may occur at the discretion of the evaluator.
- Post conferences will take place for all observations.
- All conferences can be conducted either face-to-face, written, or electronically.
- Conduct post observation conference within five (5) working days.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.
- OPGS will follow the same conferencing guidelines.
- Timeline: Refer to the Teacher Evaluation Timelines.

Observation Schedule

- Observations may begin after the initial evaluation training within the first month of employment.
- Timeline: refer to the Teacher Evaluation Timeline.

Observer Certification

To ensure consistency of observations, evaluators must complete Proficiency Observation Training approved by the district.

Student Voice

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

Required

- All eligible teachers will participate in the state-approved Student Voice Survey annually with a minimum of one identified group of students.
- Student selection for participation must be consistent across the district.
- Results will be used to inform Professional Practice.
- Formative years' data will be used to inform Professional Practice in the summative year.
- All teachers and appropriate administrative staff read, understand, and sign the district's Student Voice Ethics Statement.
- The Student Voice Survey will be administered between the hours of 7 AM and 5 PM local time.
- The survey will be administered in the school during a two week period during the fall or spring semester.
- Survey data will only be considered when 10 or more students are respondents.
- The Student Voice Point-of-Contact will be the principal.

Student Voice Assignment for Teachers			
Kindergarten – 2nd Grade	3rd and 4th Grade	5th – 8th Grade	Special Education and Special Area Teachers
To be determined	Homeroom Teacher	Teachers will be assigned a class for the Student Voice Survey dependent upon their schedule. Every class that has 10 or more students will complete at least one student voice survey	Special Education teachers will be assigned a class for the Student Voice Survey dependent upon their schedule and caseload. Accommodations will be given based on student IEPs.

- If any given grade has less than 10 students another grade will be assigned to them if possible.
- If not possible the observee will not receive student voice feedback.
- OPGS will follow the same guidelines outlined above.

Products of Practice/Other Sources of Evidence

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

Required

- observations conducted by certified supervisor observer(s)
- student voice survey(s)
- self-reflection and professional growth plans
- Other sources that may be used include:
 - team-developed curriculum units
 - lesson plans
 - communication logs
 - timely, targeted feedback from mini or informal observations
 - student data records
 - student work
 - student formative and/or summative course evaluations/feedback
 - minutes from PLCs
 - teacher reflections and/or self-reflections
 - teacher interviews
 - teacher committee or team contributions
 - parent engagement surveys
 - records of student and/or teacher attendance
 - video lessons
 - engagement in professional organizations

Determining the Overall Performance Category

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

Rating Professional Practice

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

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

- Provide a summative rating for each domain based on evidence (ineffective, developing, accomplished, exemplary).
- All ratings must be recorded in the state/district approved platform.

Determining the Overall Performance Category

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

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply Decision Rules below:

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

Professional Growth Plan and Summative Cycle

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

Accomplished/Exemplary

- Goal set by educator with evaluator input
- Summative occurs at end of year 3

Ineffective/Developing

- Goal determined by evaluator
- Formative review annually, with annual summative review at evaluator's discretion

Appeals

APPEAL PANEL

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

ELECTION

Two (2) members of the panel shall be elected by and from the certified employees of the District. Two (2) alternates shall also be elected by and from the certified employees, to serve in the event an elected member

cannot serve. The Board shall appoint one (1) certified employee and one (1) alternate certified employee to the panel

TERMS

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

CHAIRPERSON

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

APPEAL TO PANEL

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing and may have representation of their choosing.

APPEAL FORM

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

CONFLICTS OF INTERESTS

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

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

Except when no other panel members are eligible to serve, a panel member shall not hear an appeal filed by his/her immediate supervisor.

BURDEN OF PROOF

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

HEARING

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

PANEL DECISION

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

SUPERINTENDENT

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

Professional Growth and Effectiveness System – Principal and Assistant Principal

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

Roles and Definitions

1. **Administrator:** means an administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board.
2. **Documentation:** Artifacts created in the day-to-day world of running a school that can provide evidence of meeting the performance standard.
3. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
4. **Evaluee:** District/School personnel that are being evaluated.
5. **Professional Growth Plan:** An individualized plan that is focused on improving professional practice and leadership skills and is aligned with educator performance standards and student performance standards, is built using a variety of sources and types of student data that reflect student needs and strengths, educator data, and school/district data, is produced in consultation with the evaluator
6. **Performance Levels-**General descriptors that indicate the principal's performance. Principals can be rated Ineffective, Developing, Accomplished, or Exemplary on this scale.
7. **Performance Rubrics:** a behavioral summary scale that describes acceptable performance levels for each of the seven performance standards.
8. **Performance Standards-**Guiding standards that provide for a defined set of common purposes and expectations that guide effective leadership. Those standards include: Instructional Leadership, School Climate, Human Resources Management, Organizational Management, Communication and Community Relations, and Professionalism.
9. **Self-Reflection:** means the process by which certified personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

Principal Performance Standards

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

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

professional judgment gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance. These factors may include school-specific priorities that may drive practice in one standard, an educator’s number of goals, experience level and/or leadership opportunities, and contextual variables that may impact the learning environment, such as unanticipated outside events or traumas.

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

- Professional Growth Planning and Self-Reflection

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

- Products of Practice including all relevant data such as communications, documents, reports, notes, surveys, schedules, etc.

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 student achievement and professional growth needs identified through self-assessment and reflection.

- All principals will receive summative evaluations annually.
- 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.
- Late hires, after the first 30 days, will be within 15 days of their start date.

Principal / Assistant Principal Evaluation Time Line

Description of Events	Dates
Approved by September 30	Principal/Assistant Principal collaboratively develop Professional Growth Goal/Plan with the Superintendent
March (alternating years)	Completion of TELL Survey
By June 15	Summative Conference

Products of Practice/Other Sources of Evidence

Additional evidence provided in support of principal practice may include items from the following list (not a comprehensive list):

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

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.

1. Determine the individual domain ratings through the use of sources of evidence and professional judgment.
2. Apply Decision Rules below:

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

District Certified Administrators

Individual Professional Growth Plans

Each certified administrator is responsible to initiate, implement, monitor, revise (as needed) and document completion of the plan in a given school year. This document becomes a part of the personnel record for the year. Other certified administrators are encouraged to review the schools/districts improvement plans, School Report Card data and professional development plans when considering areas for improvement. The goals must be written to support district goals.

Central Office/District Administrators Procedures:

The evaluation of district level administrators shall follow the procedures as described:

- A Superintendent/designee will be the evaluator for all other certified district administration.
- All other certified administrators shall be evaluated annually, including the Superintendent. The evaluation of the Superintendent is the responsibility of the Board of Education.
- The Superintendent/designee will hold an initial formative conference by September 30th with the other certified district administration which will include:
 - ✓ Discuss areas of strengths and weaknesses
 - ✓ Finalize and clarify goals that have been mutually established in the PGP
 - ✓ They will align these goals to district goals
 - ✓ Reviews plans for implementation of all goals and improvements
- The superintendent/designee will request that administrators conduct a self-appraisal using the district evaluation form for administrators by May 15. Formative Evaluation for all other certified district administration will be measured by the use of individual job performance criteria and by the degree of accomplishment of their PGPs.
- The Final Summative Evaluation Form is due by June 15. The Superintendent/designee will hold a conference before June 15 with the other certified district personnel which will include:
 - ✓ Discussion of job performance criteria
 - ✓ Review of PGP goals for the year
 - ✓ Discussion of district goals for upcoming school year
 - ✓ The evaluatee is provided an opportunity to respond in writing within five (5) school days to the evaluator's ratings and comments.