

BOWLING GREEN INDEPENDENT SCHOOLS

Certified Evaluation Plan 2018-19

Last Revised: April 30, 2018



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BOWLING GREEN INDEPENDENT SCHOOLS

Certified Evaluation Plan

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EVALUATION PLAN COMMITTEE MEMBERS		
<u>Name</u>	<u>Position</u>	<u>School</u>
Sharon Blevins	Teacher	Central Office
Raymonda Bohn	Teacher	Bowling Green Junior High School
Kelli Brooks	Administrator	W. R. McNeill Elementary School
Elisa Beth Brown	Administrator	Bowling Green High School
Sheila Gregory	Teacher	Dishman-McGinnis Elementary School
Leigh Anne Littlefield	Teacher	Potter-Gray Elementary School
Kenneth May	Administrator	Central Office
Cynthia West	Administrator	Bowling Green Junior High School

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

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

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

Name:	Title:
Sharon Blevins	Teacher
Raymonda Bohn	Teacher
Kelli Brooks	Administrator
Elisa Beth Brown	Administrator
Sheila Gregory	Teacher
Leigh Anne Littlefield	Teacher
Kenneth May	Administrator
Cynthia West	Administrator

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

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

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

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

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

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

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

The local board of education shall review, as needed, the district's certified evaluation plan to ensure compliance with KRS 156.557 and 704 KAR 3:370 this administrative regulation. If a source of evidence is added or removed from the certified evaluation plan or if a decision rule or calculation is changed in the summative rating formula, the revised certified evaluation plan shall be reviewed and approved by the local board of education. If the local board of education determines the changes do not meet the

requirements of KRS 156.557, the certified evaluation plan shall be returned to the certified evaluation committee for revision.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on April 30, 2018. (704 KAR 3:370)

Signature of District Superintendent

Date

Signature of Chairperson, Board of Education

Date

**SECTION 1: DEFINITIONS AND EVALUATOR
TRAINING AND PROCEDURES**

Definitions

1. **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 the Education Professional Standards Board pursuant to Chapter 16 of the Kentucky Administrative Regulations.
2. **Certified Administrator**-a certified school personnel, other than principal or assistant principal, who devotes the majority of employed time in a position for which administrative certification is required by the Education Professional Standards Board pursuant to Chapter 16 of the Kentucky Administrative Regulations.
3. **Certified School Personnel**-a certified employee, below the level of Superintendent, who devotes the majority of employed time in a position in a district for which certification is required by the Education Professional Standards Board pursuant to KAR Title 16 and includes certified administrators, assistant principals, principals, other professionals and teachers.
4. **Conference**-a meeting between the evaluator and the evaluatee for the purposes of providing evaluator 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.
5. **Evaluatee**-the certified school personnel who is being evaluated.
6. **Evaluator**-the primary evaluator as pursuant to KRS 156.557(5) (c) 2.
7. **Evaluator Certification**-successful completion certified evaluation training to ensure that certified school personnel who serve as evaluators of evaluatees demonstrate proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
8. **Formative Evaluation**-is defined in KRS 156.577 (1) (a).
9. **Full Observation**-an observation conducted by a certified evaluator that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan**—a plan for improvement up to twelve months in duration for:
 - a. Teachers and other professionals who are rated ineffective in professional practice.
 - b. Principals who are rated ineffective in professional practice.
11. **Job Category**-a group or class of certified school personnel positions with closely related functions.
12. **Local Formative Growth Measures**-is defined in KRS 156.577 (1) (b).
13. **Observation**-a data collection process conducted by a certified evaluator, in person or through video, for the purpose of evaluation and may include notes, professional judgments, and examination of the data collected during one (1) or more classroom or worksite visits of any duration.

14. **Other Professionals**-certified school personnel who do not include teachers, district-level administrators, assistant principals, and principals.

15. **Peer Observation**-the observation and documentation by certified school personnel below the level of principal or assistant principal and trained to perform such observations.

16. **Performance Criteria**-the areas, skills, or outcomes on which certified school personnel shall be evaluated.

17. **Performance Measure**- one (1) of four (4) measures defined in the Kentucky Framework for Personnel Evaluation, including planning, environment, instruction, and professionalism.

18. **Performance Rating**-the rating for each performance measure for a teacher, other professional, principal, or assistant principal as determined by the Certified Evaluation Plan aligned to the Kentucky Framework for Personnel Evaluation. Ratings shall be exemplary, accomplished, developing, and ineffective.

Exemplary-the rating for performance that consistently exceeds expectations for effective performance.

Accomplished – the rating for performance that consistently meets expectations for effective performance.

Developing-the rating for performance that inconsistently meets expectations for effective performance.

Ineffective-the rating for performance that consistently fails to meet expectations for effective performance.

19. **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 Title 16 KAR.

20. **Professional Growth Plan**-an individual 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.

21. **Self-reflection**-the annual process by which certified school personnel assess the effectiveness and adequacy of their knowledge and performance for the purpose of identifying areas for professional learning and growth.

22. **Sources of Evidence**-the district-approved evidence aligned to the performance measure and used by evaluators to inform performance measure ratings.

23. **Student Voice Survey**-the student perception survey that is administered annually to a minimum of one (1) district-designated group of students per teacher evaluate 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.

24. **Summative Evaluation**-is defined by KRS 156.557 (1) (b).

25. **Summative Rating**-the overall rating for evaluatees as determined by the Certified Evaluation Plan aligned to the Kentucky Framework for Personnel Evaluation.

26. **Teacher**-a certified school personnel who has been assigned the responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under pursuant to Title 16 KAR.

Evaluator Training

The primary evaluator is the immediate supervisor. All administrators serving as a primary evaluator must complete the initial certified evaluation training and testing by the KY Department of Education or approved provider prior to conducting observations for the purpose of evaluation. Evaluators shall meet these requirements before conducting a formative or summative evaluation. The superintendent shall designate a contact person responsible for monitoring the initial certified evaluation training.

To ensure consist and reliable ratings, evaluators must be trained yearly through administrator professional development that has a focus on observation and conferencing techniques. This training will be conducted by district administration, through a professional association, or through a regional educational cooperative.

Evaluators must also complete a minimum of six (6) hours annually of personnel evaluation system training approved by Effective Instructional Leadership Act.

Evaluation Procedures

The evaluation system includes two stages, formative and summative. The evaluation criteria and process outlined in this certified evaluation plan shall be explained and reviewed with all certified personnel below the level of superintendent with the first 30 calendar days of reporting for employment for each school year.

In addition to formal observations, the evaluation may be based upon many methods which may include the following: informal contacts, general knowledge of the evaluatee, input from students, teachers, and parents, and general observation by the evaluator.

The summative stage includes a summary of all the information gathered during the formative stage. All summative evaluations shall be signed by the evaluator and evaluatee indicating the evaluation has been seen and a conference held. A hard or electronic copy of all evaluations on approved district forms will be given to the person evaluated. Evaluatees have the opportunity

to submit a written statement in response to the summative rating. The summative evaluation and any written responses to evaluations shall become a part of the official personnel record.

SECTION 2: CERTIFIED TEACHER/OTHER PROFESSIONAL EVALUATION

Other Professionals are certified personnel that include Instructional Coaches, Speech Language Pathologists, School Psychologists, Guidance Counselors, and Library Media Specialists.

The vision for the Bowling Green Independent Schools 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.

The KY Frameworks for Teaching and Other Professionals

The KY Framework for Teaching and the KY Framework for Teaching: Specialist Frameworks for Other Professionals are designed to support student achievement and professional practice through the performance measures of Planning, Environment, Instruction, and Professionalism (Domains 1-4). The ratings for these four performance measures inform the summative rating. The Frameworks also includes themes such as equity, cultural competence, high expectations, developmental appropriateness, accommodating individual needs, effective technology integration, and student assumption of responsibility. It provides structure for feedback for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement. Evidence supporting a teacher's/other professional's effectiveness will be situated within one or more of the four domains of the frameworks. Effectiveness will be rated for each component according to four performance levels: Ineffective, Developing, Accomplished, and Exemplary. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each domain.

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

The Kentucky Framework for Teaching can be found at the following link:

<http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf>

The Kentucky Framework for Teaching: Specialist Frameworks for Other Professionals can be found at the following link:

<https://education.ky.gov/teachers/PGES/otherpages/Documents/Kentucky%20Adapted%20Danielson%20Framework%20for%20Teaching%20with%20OPGES%20frameworks.pdf>

The immediate supervisor is designated as the primary evaluator and the primary evaluator must use the designated categories of evidence in determining overall ratings. The summative evaluation and any written responses to evaluations shall become a part of the official personnel record.

The graphic below depicts the performance criteria and role and how each aligns to the performance measures.

The Kentucky Framework for Personnel Evaluation Role Group, Measure and Performance Criteria

<i>Performance Criteria And Role</i>	<i>Measures</i>			
	<i>Planning</i>	<i>Environment</i>	<i>Instruction</i>	<i>Professionalism</i>
<u>Teacher</u> <i>KY Framework for Teaching</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> Classroom Environment	<u>Domain 3</u> Instruction	<u>Domain 4</u> Professional Responsibilities
<u>Other Professional</u> <i>The Kentucky Frameworks for Teaching- Specialists Frameworks</i>	<u>Domain 1</u> Planning and Preparation	<u>Domain 2</u> The Environment	<u>Domain 3</u> Delivery of Service	<u>Domain 4</u> Professional Responsibilities
<u>Principal</u> <i>Principal Performance Standards</i>	<u>Standard 3</u> Human Resource Management <u>Standard 4</u> Organizational Management	<u>Standard 2</u> School Climate <u>Standard 5</u> Communication & Community Relations	<u>Standard 1</u> Instructional Leadership	<u>Standard 6</u> Professionalism
<u>District Certified Personnel</u> <i>District determined performance criteria specific to evaluatee's job category</i>	Performance criteria that characterizes professional effectiveness	Performance criteria that characterizes professional effectiveness	Performance criteria that characterizes professional effectiveness	Performance criteria that characterizes professional effectiveness

SOURCES OF EVIDENCE

Determination of the performance measures for teachers and other professionals are based upon the following sources of evidence: professional growth planning, supervisor observation data (e.g., pre-conference, post-conference, and self-reflection and assessment forms) student voice (grades 6-12), and student growth at the local level (teachers). Peer observation feedback is an additional piece of evidence that *may* be used to determine domain ratings if requested by the teacher or other professional.

Professional Growth Planning

The professional growth plan will address realistic, focused, and measurable professional goals. The plan will align with school/district improvement plans and connect data from multiple sources including classroom observation feedback, data on student growth and achievement, and professional growth needs that may be identified through self-assessment and reflection. In collaboration with the administrators, teachers/other professionals will identify explicit goals that will drive the focus of professional growth activities, support, and on-going reflection.

Reflective practices and professional growth planning are iterative processes. All teachers and other professionals will participate in professional growth planning each year. The teacher/other professionals will

- document professional growth planning using the [BGISD Certified Professional Growth Plan form](#). See Section 6—Forms
- complete and submit the PGP by October 1. Multiple sources of data should be used including a degree of goal attainment from the previous PGP.
- complete and submit the PGP within 30 calendar days of hire when the teacher/other professional is hired after September 1.
- reflect on his or her current growth needs based on multiple sources of data and identify an area or areas for focus
- collaborate with his or her administrator to develop a professional growth plan and action steps
- implement the plan
- reflect on the progress and impact of the plan on his or her professional practice at the summative conferences
- modify the plan as appropriate

PGPs shall be approved by the school principal or their designee no later than October 31.

Observation Process

For Teachers:

The observation process is one source of evidence to determine teacher effectiveness that includes supervisor observation for each certified teacher/other professional. The evaluator observation(s) will provide *documentation and feedback* to measure the effectiveness of a teacher's professional practice. The evaluator observation(s) is the only required piece of evidence to inform a summative rating. Peer observations may be used as a source of evidence used to inform summative ratings only if requested by the teacher or other professional. School principals will assign peer observers. Peer observers must complete peer observation training once every three (3) years. Peer observers must have at least three years of teaching experience and not be in their first year in the district. NO ratings will be given by the trained peer observer to be used as part of a teacher's evaluation.

For Other Professionals:

The observation process is one source of evidence to determine the effectiveness of the other professionals that includes ongoing supervisor observation. The evaluator observation(s) will provide *documentation and feedback* to measure the effectiveness of another professional's practice. The evaluator observation(s) is the only required piece of evidence to inform a summative rating.

Observation Cycle

Observation cycles are outlined below for both tenured and non-tenured certified teachers/other professionals, as well as for intern teachers.

Observation Cycle for Certified Personnel on a 3-Year Cycle

Certified personnel who are on a three-year cycle and not on a directed growth plan will be on a 3-year evaluation cycle.

The observation cycle for teachers, at a *minimum*, will include . . .

- Three observations that are for the length of a full class period or full lesson shall occur over the course of the three-year cycle conducted by the evaluator. Observation shall
- All observations must be documented using the district approved observation documents. See Section 6—Forms.
- Summative evaluations must be documented and submitted to the central office.

The observation cycle for other professionals, at a *minimum*, will include. . .

- On-going observations conducted by the evaluator over the course of the three-year cycle with feedback provided at least once each year through a formative conference.
- Evidences from on-going observations must be documented using the district approved observation documents. See Section 6—Forms.
- Summative evaluations must be documented and submitted to the central office.

Observation Cycle for Certified Personnel on a 1-Year Cycle, Directed Growth Plan, OR, 12-Month Improvement Plan

The observation cycle for teachers, at a *minimum*, will include . . .

- *At least* two observations that are for the length of a full class period or full lesson shall occur by the evaluator in the annual cycle.
- All observations must be documented using the district approved observation documents. See Section 6—Forms.
- Summative evaluations must be documented and submitted to the central office.

The observation cycle for other professionals, at a *minimum*, will include . . .

- On-going observations conducted by the evaluator in the annual cycle with feedback provided by the evaluator at least twice (once each semester) during the observation cycle through formative conferences.
- All observations must be documented using the district approved observation documents. See Section 6—Forms.
- Summative evaluations must be documented and submitted to the central office.

Evaluators will make note of the components observed in order to identify opportunities for growth or targets for instructional practice.

Observation Cycle for Teachers with Less than One Year of Experience

The observation cycle for teachers with less than one year of experience , at a *minimum*, will include . . .

- *At least* three observations that are for the length of a full class period or full lesson shall occur by the primary evaluator in the annual cycle.
- All observations must be documented using the district approved observation documents. See Section 6—Forms.
- Summative evaluations must be documented and submitted to the central office.

Observation Conferencing

Evaluators will adhere to the following observation conferencing requirements for teachers:

- All teachers must submit a [pre-observation conference form](#). The evaluator may also request supplemental materials from the teacher. If supplemental materials are requested, they shall be submitted to the evaluator at least 24 hours before any *scheduled* observation. The evaluator may require a pre-observation conference for the teacher.
- Teachers will be provided at least 48 hours notice for all formal observations.
- Failure by the teacher to submit a [pre-observation conference form](#) may be used as evidence to inform the professionalism performance measure.
- Post observation conferences for teachers will be conducted within five (5) working days of the observation.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Evaluators will adhere to the following conferencing requirements for other professionals:

- All other professionals must submit a self-reflection and assessment form to the evaluator before the summative evaluation conference. The evaluator may also request supplemental materials from the other professional.
- Failure by the other professional to submit a self-reflection and assessment form may be used as evidence to inform the professionalism performance measure.
- The summative evaluation conference shall be held at the end of the summative evaluation cycle.

Observation Schedule

- Observations may begin after the evaluation training takes place within 30 calendar days of reporting for employment each school year.
- **Certified Personnel on a one-year cycle** will receive a summative evaluation each year. Teachers must have a *minimum* of 2 full observations by April 15 each year. Other professionals must have a *minimum* of 2 feedback conferences by April 15 each year.
 - The 1st Observation/Formative Conference shall be completed by the end of the first semester.
 - The 2nd Observation/Formative Conference shall be completed by April 15.
 - Summative conferences shall be completed by May 1. [Summative evaluation forms](#) are due to the central office within three working days after May 1.
- **Teachers with less than one year of experience** must have a *minimum* of 3 full observations.
 - The 1st Observation/Formative Conference shall be completed by the end of the first quarter.
 - The 2nd Observation/Formative Conference shall be completed by the end of the 2nd quarter.
 - The 3rd Observation/Formative Conference shall be completed by the end of the 3rd quarter.

- Summative conferences shall be completed by May 1. [Summative evaluation forms](#) are due to the central office within three working days after May 1.
- **Late hires:** For teacher/other professional hired on or after 60 school days following the first day on which students report to school, a minimum of one observation shall be conducted by the evaluator.
- **Certified Personnel on a three-year cycle** will receive a summative evaluation every third year. The three-year cycle for tenured teachers/other professionals will be determined by the first letter of their last name. The chart below shows the summative schedule for tenured teachers:

<u>Last Name</u>	<u>Summative Year</u>
A-F	2018-19
G-O	2019-20
P-Z	2020-21
A-F	2021-22

- The observation/formative conference shall occur each year of the three-year cycle by April 15.
- Summative conferences shall be completed by May 1. [Summative evaluation forms](#) are due within 3 working days after May 1 to the central office.
- Observation windows, timelines, and other requirements may be adjusted or modified by the evaluator in special circumstances where the evaluatee has been absent due to extenuating circumstances which may include weather related school closures, late hire, or evaluatees who do not report to work 60 or more consecutive school days. The superintendent or other designee shall approve the change and the teacher/other professional shall be notified within 5 working days of returning to work. At a minimum, one (1) full observation/formative conference shall be conducted during the summative year.

Student Voice (Grades 6-12)

The Student Voice Survey will be administered to students in grades 6-12. The Student Voice Survey is a confidential, on-line survey that collects student feedback on specific aspects of the classroom experience and teaching practice to promote sustained professional growth and reflective teaching.

- The results will be used as a source of evidence.
- Formative years' data will be used to inform the summative evaluation.

- The teacher (for which the survey is being completed) shall not be present while students are completing the Student Voice Survey.
- Proctor(s) shall be assigned by the school principal to administer the Student Voice Survey to students and they must be employees of the school district.
- The following accommodations may be made to allow all students equal access to complete the Student Voice Survey:
 - Students will have access to a computer for an appropriate amount of time to take the Student Voice Survey.
 - In cases where students have individualized educational plans (IEPs) or ELL student plans, the appropriate accommodations will be implemented.
 - Translators may be available for students.
 - The survey may be translated in other languages.

Student Growth

Teachers will measure student growth through collaborative Professional Learning Community (PLC) goals. The PLC will determine which data to monitor and analyze the data on a regular basis. Subsequent instructional decisions will be made based on this data analysis and input from the PLC leader and/or an administrator. Each PLC's goal(s) will be provided to the evaluator by October 1. The PLC will provide evidence to the evaluator of student growth by April 15.

OVERALL TEACHER/OTHER PROFESSIONAL PERFORMANCE

Evaluators are responsible for determining an overall performance rating for each teacher/other professional at the conclusion of the summative evaluation year. The evaluator determines the overall performance rating based on professional judgment informed by evidence that demonstrates the educator's performance against the four performance measures and decision rules that establish a common understanding of performance thresholds to which all educators are held.

Overall Performance Rating

The Kentucky Framework for Teaching and The KY Framework for Teaching: Specialist Frameworks for Other Professionals stand as the critical rubrics for providing educators and evaluators with concrete descriptions of practice associated with specific domains (1-4). Each element describes a discrete behavior or related set of behaviors that educators and evaluators can prioritize for evidence-gathering, feedback, and eventually, evaluation. Evaluators will analyze evidence for each individual educator based on these concrete descriptions of practice.

Evaluators 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 end of an educator's three-year cycle (tenured staff) or one-year cycle (non-tenured staff, one-year directed cycle, up to 12 month improvement plan).

The summative rating must be documented and submitted to the central office based on the evaluator's professional judgment of the following sources of evidence:

- professional growth planning
- self-reflection
- the supervisor's observation data
- student voice (grades 6-12)
- student growth

Evaluators shall assign a rating of ineffective (I), developing (D), accomplished (A), or exemplary (E) to each performance measure. The overall performance rating shall then be determined by the minimum criteria for each level as shown in decision Table 1 listed below.

Evaluates may submit a written statement in response to the summative rating within three working days, and the response will be included with the summative form in the official personnel record.

Table 1

Decision Rules for Teacher's Overall Professional Practice

<i>Performance Measure Ratings</i>	<i>Overall Performance Rating</i>
Planning and Environment are rated INEFFECTIVE	INEFFECTIVE
Planning OR Environment are rated INEFFECTIVE	INEFFECTIVE or DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	INEFFECTIVE or DEVELOPING
Two performance measures are rated DEVELOPING and two performance ratings are rated ACCOMPLISHED	ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	ACCOMPLISHED
Two performance ratings are rated ACCOMPLISHED and two performance ratings are rated EXEMPLARY	EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall performance ratings, evaluators will assist evaluatees to determine the type of professional growth plan and the length of the summative cycle (three-year maximum) based on Table 2 listed below.

Table 2

Professional Growth Plan and Cycle for Teachers/Other Professionals	
<u>Professional Practice Rating</u>	<u>Type of Professional Growth Plan</u>
Accomplished or Exemplary	SELF-DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal set by evaluatee with evaluator input • Formative review annually
Developing	DIRECTED GROWTH PLAN <ul style="list-style-type: none"> • Goal(s) Determined by Evaluator • Goals focus on professional practice

	<ul style="list-style-type: none"> • Plan activities designed by evaluator with evaluatee input • Summative review
Ineffective	<p>UP TO 12-MONTH IMPROVEMENT PLAN</p> <ul style="list-style-type: none"> • Goal(s) determined by evaluator • Focus on low performance area • Summative at end of plan

**SECTION 3: PRINCIPAL AND
ASSISTANT PRINCIPAL EVALUATIONS**

Overview of Components and Summative Model

The vision for Bowling Green Independent Schools 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.

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

Principal Performance Standards

Principals and assistant principals will be evaluated annually. The Principal Performance Standards are designed to support student achievement and professional best-practice through the performance measures of Planning, Environment, Instruction, and Professionalism. The Principal Performance Standards include the following: 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 performance measure will be situated within one or more of the 6 standards. Performance will be rated for each performance measure 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 *may* use the following categories of evidence in determining overall ratings:

- Possible Sources of Evidence
 - Professional Growth Planning
 - Site-Visits
 - Tell-Survey Review
 - Student Growth Goal data
 - Products of Practice
 - Other Sources (e.g., surveys, measures of student learning) deemed appropriate by the evaluator

SOURCES OF EVIDENCE

Determination of the performance measures for principals and assistant principals are based upon the following sources of evidence: professional growth planning, supervisor observation data (e.g., site visits and conferencing), and student growth.

Professional Growth Planning – (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.

- All principals and assistant principals will participate in professional growth planning each year.
- Principals and assistant principals will submit their professional growth plans within two weeks of the public release of state assessment results.
- For principals and assistant principals that are hired after the public release of state assessment results, a professional growth plan shall be submitted ***within their first 30 work days***.
- The principal PGPs shall be approved by the superintendent within two weeks of submission.
- For principals and assistant principals, the professional growth plan will be submitted on the [BGISD Professional Growth Plan form](#), be reviewed by their immediate supervisor, and discussed as needed. See Section 6—Forms.

Site-Visits

Applies to Principals Only

Site visits are a method by which the superintendent may gain insight into the principal’s practice in relation to the standards. During a site visit, the superintendent will discuss various aspects of the job with the principal, and will use the principal’s responses to determine issues to further explore with the faculty and staff. Additionally, the principal may explain the successes and trials the school community has experienced in relation to school improvement.

- Site visits will be conducted *at least* twice each year. (Formal site-visits are not required for the assistant principal.)
- The superintendent shall conduct at least one site visit in the fall semester and at least one site visit in the spring semester **by April 15**.
- If a principal is hired after mid-year, one formal site-visit will be required.
- Sources of evidence and/or notes obtained from the site visits will be documented by the Superintendent on the [Principal Site Visit Forms](#) and shared with the principal.
- If a site visit post conference is conducted, written documentation will be provided to the principal.

Conferencing

Completed by supervisor of principal and assistant principal—formal site visits are not required for assistant principals.

- The superintendent, as needed, will conduct a site visit post conference ***within ten (10) working days*** of each site visit.
- After the first site visit, a mid-year review conference shall occur that includes the following:
 - discuss first observation/site visit and provide feedback
 - discuss each principal performance standard--determine if any documentation is needed
 - questions/concerns/comments
 - set tentative date for end of year review
- The mid-year review conference will be documented on the [Principal Mid-Year Review Conference Form](#).
- After the second site visit, an end-of-year review conference shall occur that includes the following:
 - discuss second observation/site visit and provide feedback
 - share progress toward professional growth goal
 - discuss progress of each principal performance standard-determine if any other documentation is needed
 - discuss overall rating based on professional practice
 - questions/concerns/comments
- The end-of-year review will be documented on the [Principal End-of-Year Review Conference Form](#).
- Since the principal works very closely on a daily basis with the assistant principals, formal observations using a formative form are not required. For assistant principals, positive and constructive feedback will be given through conferencing as needed. The evaluator will document feedback on the [principal/assistant principal evaluation forms](#) when it is provided.

Student Growth Goals (SGG)

Since teachers will measure student growth through collaborative PLC goals, the principal will collect and monitor PLC goals. Student growth will be evaluated through Standard 1—

Instructional Leadership. The principals and assistant principals will provide evidence to the evaluator of student growth by April 15.

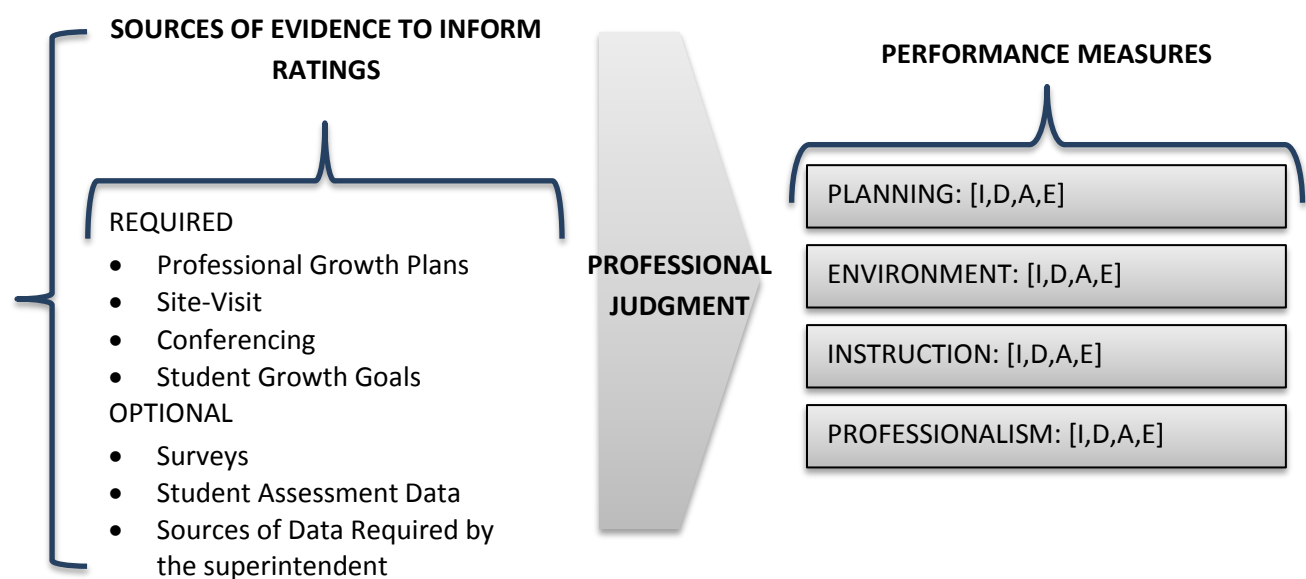
Overall Principal/Assistant Principal Performance

The superintendent is responsible for determining an overall performance rating for each principal at the conclusion of their summative evaluation year. The overall performance rating is guided by the principal's ratings for each of the four performance measures.

Principals are responsible for determining an overall performance rating for each assistant principal at the conclusion of their summative evaluation year. The overall performance rating is guided by the assistant principal's ratings for each of the four performance measures.

Performance Measure Ratings

The rating for each performance measure shall be recorded on the [Principal/Assistant Principal Summative Evaluation Form](#) by May 1. The superintendent shall assign a rating of ineffective, developing, accomplished, or exemplary for each performance measure. The following are required sources of evidence that will inform the ratings for the performance measures: professional growth plans, site visits, conferencing, and student growth goals. Additionally, the following are optional sources of evidence that may be used to inform the ratings for the performance measures: surveys, student assessment data, and sources of data required by the superintendent.



Overall Performance Rating

A principal's/assistant principal's overall performance rating is determined by the evaluator based on the principal's/assistant principal's ratings on the standards. The evaluator will use the decision rules (Table 1P) for determining the overall performance rating. The overall performance summative rating shall be recorded on the [Principal/Assistant Principal Summative Evaluation Form](#) by May 1 and are due within 3 working days to the central office.

Table 1P

<i>Performance Measure Ratings</i>	<i>Overall Performance Rating</i>
Planning and Environment are rated INEFFECTIVE	INEFFECTIVE
Planning OR Environment are rated INEFFECTIVE	INEFFECTIVE or DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	INEFFECTIVE or DEVELOPING
Two performance measures are rated DEVELOPING and two performance ratings are rated ACCOMPLISHED	ACCOMPLISHED
Two performance measures are rated DEVELOPING and two performance measures are rated EXEMPLARY	ACCOMPLISHED
Two performance ratings are rated ACCOMPLISHED and two performance ratings are rated EXEMPLARY	EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall performance rating, evaluators will determine the type of professional growth plan required of the principal/assistant principal based on Table 2P below.

Table 2P

Professional Growth Plan Model for Principals and Assistant Principals	
<u>Overall Performance Rating</u>	<u>Type of Professional Growth Plan</u>
Accomplished or Exemplary	Shall have a minimum of a Professional Growth Plan developed by the Evaluatee
Developing	Shall have a minimum of a Professional Growth Plan developed by the Evaluator
Ineffective	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.

SECTION 4: DISTRICT LEVEL PROFESSIONALS

District Level Professionals are district-level certified personnel which include the District Certified Directors, and the District Technology Resource Teacher.

DISTRICT-LEVEL CERTIFIED PROFESSIONALS EVALUATION GUIDELINES

District-level certified professionals shall include individuals who are employed in the following positions: District Certified Directors and the District Technology Resource Teacher. For district-level Directors, the Principal Performance Standards will be the performance criteria used to determine ratings for the performance measures. For the district Technology Resource Teacher, the International Society for Technology in Education (ISTE) Standards will be the performance criteria used to determine ratings for the performance measures. The immediate supervisor of the district-level certified school employee shall be designated as the primary evaluator. Directors shall be evaluated annually. In regard to the District Technology Resource Teacher, the observation process, observation cycle, and observation schedule for certified teachers/other professionals will be followed (pages 11-13).

The following are sources of evidences that will be used to inform performance measure ratings: professional growth plans, observation, conferencing, and any other sources of data that may be required by the evaluator.

Evaluation of Superintendent

The superintendent shall be evaluated annually by the board and the evaluation shall be discussed with the superintendent. The superintendent shall submit an individual professional growth plan to the board annually, and in accordance with KRS 156.557, the board shall establish the continuing professional development requirements of the superintendent.

Professional Growth Planning

The professional growth plan will address realistic, focused, and measurable professional goals.

- All district-level professionals will participate in professional growth planning each year.
- District-level professionals will submit their professional growth plans by October 1.
- The district-level professionals PGPs shall be approved by their immediate supervisor by October 31.
- For district-level professionals that are hired after October 1, a professional growth plan shall be submitted ***within their first 30 work days***.
- The professional growth plan will be submitted on the [BGISD—Professional Growth Plan form](#), reviewed by the evaluator, and discussed with the evaluator as needed. See Section 6—Forms.

Observations

For the District Technology Resource Teacher, the evaluation process shall include a minimum of one (1) formal observation for the District Technology Resource Teacher having tenure in the district and a minimum of two (2) formal observations for the District Technology Resource Teacher not having tenure in the district. Each formal observation will be for a minimum of one hour. In the event that the first observation of a tenured District Technology Resource Teacher is unsatisfactory, at least one additional observation *must* be completed. Additional formal and informal observations may be conducted or requested by the evaluatee or evaluator. All formal

observations shall include a post-observation conference. The post-observation conference shall occur within five (5) working days following the formal observation.

Since the evaluator (Superintendent) works very closely on a daily basis with the District Certified Directors, formal observations using a formative form are not required. However, for District Certified Directors, positive and constructive feedback will be given through conferencing as needed. The evaluator will document feedback when it is provided.

TIMELINE FOR DISTRICT-LEVEL CERTIFIED PROFESSIONALS NOT HAVING TENURE IN THE DISTRICT

Orientation	Within the first 30 calendar days of employment
Individual Professional Growth Plan	Submitted to Central Office by October 1
First Formal Observation (TRT Position)	Before the end of the first semester
Second Formal Observation (TRT Position)	Before April 15
Summative Evaluation	May 1 (submitted to Central Office within 3 working days)

TIMELINE FOR DISTRICT-LEVEL CERTIFIED PROFESSIONALS HAVING TENURE IN THE DISTRICT

Orientation	Within the first 30 calendar days of employment
Individual Professional Growth Plan	Submitted to Central Office by October 1
Formal Observation (TRT Position)	Before April 15
Summative Evaluation	May 1 (submitted to Central Office within 3 working days)

Performance Measure Ratings

The rating for each performance measure (planning, environment, instruction, and professionalism) shall be recorded on the appropriate forms by May 1. The evaluator shall assign a rating of ineffective, developing, accomplished, or exemplary for each standard. The summative rating will be a holistic representation of performance, combining data from multiple sources of evidence across each standard.

Overall Performance Rating

An overall performance summative rating is determined by the evaluator based on the ratings on the performance measures. The evaluator will use the decision rules (Table 1D) for determining the overall performance summative rating. The overall performance summative rating shall be recorded on the appropriate forms **by May 1**.

Table 1D

Decision Rules for District-Level Professional Overall Rating	
IF . . .	THEN . . .
<i>Performance Measure Ratings</i>	<i>Overall Performance Rating</i>
Planning and Environment are rated INEFFECTIVE	INEFFECTIVE
Planning OR Environment are rated INEFFECTIVE	INEFFECTIVE or DEVELOPING
Planning OR Professionalism are rated INEFFECTIVE	INEFFECTIVE or DEVELOPING
Two performance measures are rated DEVELOPING and two performance measures are rated ACCOMPLISHED	ACCOMPLISHED
Two performance ratings are rated DEVELOPING and two performance measures are rated EXEMPLARY	ACCOMPLISHED
Two performance measures are rated ACCOMPLISHED and two performance measures are ratted EXEMPLARY	EXEMPLARY

Professional Growth Plan and Summative Cycle

Based on the overall performance summative rating, evaluators will determine the type of professional growth plan required based on Table 2D below.

Table 2D

Professional Growth Plan Model for District-Level Professionals	
<u>Overall Performance Rating</u>	<u>Type of Professional Growth Plan</u>
Accomplished or Exemplary	Shall have a minimum of a Professional Growth Plan developed by the Evaluatee
Developing	Shall have a minimum of a Professional Growth Plan developed by the Evaluator
Ineffective	Shall have a minimum of a Professional Growth Plan, for a duration of up to one (1) year, developed by the Evaluator.

SECTION 5: APPEALS

Composition of the Appeals Panel

All members of the appeals panel shall be current certified employees of the district. Two members of the panel are elected from and by the certified staff of the district. Each certified employee has the right to be nominated and to vote in the process. (Intern teachers are not fully certified until the end of the internship.) One member of the panel is appointed by the Board of Education. (Reference: KRS 156.557 & 704 KAR 3:370.)

In the election of the appeals panel members, the persons receiving the first and second greatest number of votes shall be members of the appeals panel. The persons receiving the third and fourth greatest number of votes shall be designated as alternates. The Board shall also appoint an alternate member. Release time shall be provided for panel members at the discretion of the same. Funding for panel expenses will be provided from the general fund.

The length of term for an appeals panel member shall be one year. Panel members may be re-elected for the position. The panel members shall assume their responsibilities as soon as the election results are announced. Elections shall be conducted and appointments made by September 1.

The election shall be conducted by the District Contact Person using the following Criteria:

- Open Nomination

- Secret Ballot

- One person /one vote

- All certified employees given the opportunity to vote

Appeals Panel Hearing Procedures

The purpose of the appeals panel hearing is to review the summative evaluation of the employee. Confidentiality and fairness shall be the primary concerns of the panel. Any certified employee may, within three working days of the summative evaluation conference, file an appeal with the district appeals panel utilizing the request form provided in the plan.

Within five (5) working days of receiving the request, the panel will schedule a preliminary hearing to receive documentation from the evaluator and the evaluatee to be considered by the panel. The chairperson of the panel shall be the certified employee appointed by the Board of Education. The evaluator and evaluatee shall provide four (4) copies of all documentation to be considered in the appeal at the preliminary hearing. One copy for each of the committee members and evaluator/evaluatee shall be provided. The chairperson shall convene the preliminary hearing and explain procedures for the process.

The evaluatee and evaluator may be represented by legal counsel or their chosen representative during both the preliminary hearing and the appeals panel hearing. The Board of Education shall provide for legal counsel to the panel if requested. The evaluatee has the right to determine whether the hearing process is open or closed. A closed hearing will include the panel, evaluatee, evaluator and their chosen representatives. Witnesses may be called by either party, but will not be allowed to observe the hearing process other than during their testimony.

After the evaluatee and evaluator leave the preliminary hearing, the appeals committee shall remain and review all documents and formulate questions for the hearing.

An appeals panel hearing will convene not less than five (5) and not more than ten (10) working days from the date of the preliminary hearing to allow the evaluatee and evaluator to present statements, documentation furnished during the preliminary hearing and witnesses. Again, the chairperson will convene the hearing and establish procedures. The evaluatee shall present his/her opening statement followed by the evaluator's opening statement. Each party will then be allowed to present his/her documentation including witnesses pertinent to the summative evaluation. Both substance and procedural issues shall be considered by the panel. An opportunity for questioning each party shall be provided. The panel will have the right to question both the evaluatee and the evaluator. The evaluatee and evaluator will then be permitted to leave and the panel will consider all information provided them. A decision regarding their findings shall be presented to the Superintendent within five (5) working days of the appeals panel hearing.

The panel's recommendation must include one of the following:

- a. Uphold the original evaluation
- b. Remove the summative or any part of the summative from the personnel file

The evaluatee may withdraw his/her appeal at any time during the appeals process. At any time during the appeals process, the evaluator may make adjustments to the evaluatee's summative form if these adjustments are acceptable to the evaluatee.

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

BOWLING GREEN INDEPENDENT SCHOOLS
APPEALS PANEL HEARING REQUEST FORM

I _____, have been evaluated by _____ during the current evaluative cycle. My disagreement with the findings of the summative has been thoroughly discussed with my evaluator. The attached letter includes my rationale and suggested resolution for the appeal in detail.

I respectfully request the Bowling Green Independent School District Evaluation Appeals panel to hear my appeal.

This appeal challenges the summative findings on (check one item below):

_____ substance

_____ procedure

_____ both substance & procedure

Signature

Date

Date of Summative conference _____

Date evaluator notified of intent to appeal _____

This form shall be presented in person or by mail to superintendent within three working days of completion of the summative conference.

SECTION 6:--FORMS

BGISD CERTIFIED EVALUATION FORMS

Professional Growth Plan Forms

[BGISD Certified Professional Growth Plan Form](#)

[BGISD End-of-Year Professional Growth Reflection](#)

[BGISD-Directed Growth Plan Form](#)

Teacher Forms

[Teacher-Pre-Observation Form](#)

[Teacher Observation and Summative Form – 1 Year Cycle](#)

[Teacher Observation and Summative Form—3 Year Cycle](#)

[Teacher-Post-Observation Form](#)

Other Professionals Forms

[Counselor-Self-Reflection and Assessment Form](#)

[Counselor Formative Conference and Summative Form—1 Year Cycle](#)

[Counselor Formative Conference and Summative Form—3 Year Cycle](#)

[Instructional Specialist-Self-Reflection and Assessment Form](#)

[Instructional Specialist Formative Conference and Summative Form—1 Year Cycle](#)

[Instructional Specialist Formative Conference and Summative Form—3 Year Cycle](#)

[Library Media Specialist-Self-Reflection and Assessment Form](#)

[Library Media Specialist Formative Conference and Summative Form—1 Year Cycle](#)

[Library Media Specialist Formative Conference and Summative Form—3 Year Cycle](#)

[School Psychologist-Self-Reflection and Assessment Form](#)

[School Psychologist Formative Conference and Summative Form—1 Year Cycle](#)

[School Psychologist Formative Conference and Summative Form - 3 Year Cycle](#)

[Speech Pathologist-Self-Reflection and Assessment Form](#)

[Speech Pathologist Formative Conference and Summative Form—1 Year Cycle](#)

[Speech Pathologist Formative Conference and Summative Form—3 Year Cycle](#)

Principal/Assistant Principal Forms

[Principal/Assistant Principal Observation and Evaluation Forms](#)

District-Level Professionals Forms

[Certified District Director Evaluation Forms](#)

[Technology Resource Teacher Observation and Evaluation Forms--1-Year Cycle](#)

[Technology Resource Teacher Observation and Evaluation Forms--3-Year Cycle](#)