



Summative Evaluation Process Preparation Checklist

Sources of Evidence:	Support Materials:
<ul style="list-style-type: none"><input type="checkbox"/> Observation Records<input type="checkbox"/> Student Voice Data<input type="checkbox"/> Local Growth Data<input type="checkbox"/> State Growth Data (if applicable)<input type="checkbox"/> Professional Growth Plan<input type="checkbox"/> Self-Reflection<input type="checkbox"/> Any other district determined materials	<ul style="list-style-type: none"><input type="checkbox"/> Framework for Teaching<input type="checkbox"/> Sources of Evidence Framework for Teaching Alignment Matrix<input type="checkbox"/> State Predefined Cut Scores<input type="checkbox"/> State Decision Rules for Determining an Educator's Professional Practice Rating<input type="checkbox"/> State Overall Decision Rules for Determining an Educator's Overall Performance Category<input type="checkbox"/> Rules for Determining an Educator's Summative Growth Cycle<input type="checkbox"/> District Decision Rules for determining Student Growth

SOURCES OF EVIDENCE/FRAMWORK 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	
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																																			



State Decision Rules for Determining an Educator's Professional Practice Rating

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S PROFESSIONAL PRACTICE RATING

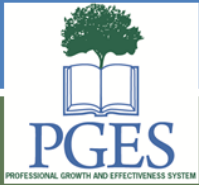
IF...	THEN...
Domains 2 AND 3 are rated INEFFECTIVE	Professional Practice Rating shall be INEFFECTIVE
Domains 2 OR 3 are rated INEFFECTIVE	Professional Practice Rating shall be DEVELOPING OR INEFFECTIVE
Domains 1 OR 4 are rated INEFFECTIVE	Professional Practice Rating shall NOT be EXEMPLARY
Two Domains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



State Overall Decision Rules for Determining an Educator's Overall Performance Category

MINIMUM CRITERIA FOR DETERMINING AN EDUCATOR'S OVERALL PERFORMANCE CATEGORY

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



Rules for Determining an Educator's Summative Growth Cycle

		TYPE AND LENGTH OF EDUCATOR PLAN FOR TENURED TEACHERS		
PROFESSIONAL PRACTICE RATING	EXEMPLARY	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually 		
	ACCOMPLISHED	THREE-YEAR SELF-DIRECTED CYCLE <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 • Summative occurs at the end of year 3. 		
	DEVELOPING	ONE-YEAR DIRECTED CYCLE <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 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goals set by educator with evaluator input; one must address low performance or outcomes. • Plan activities designed by educator with evaluator input. • Formative Review annually. 	THREE-YEAR SELF-DIRECTED CYCLE <ul style="list-style-type: none"> • Goal set by educator with evaluator input • One goal must focus on low outcome • Formative review annually
	INEFFECTIVE	UP TO 12-MONTH IMPROVEMENT PLAN <ul style="list-style-type: none"> • Goal Determined by evaluator • Focus on low performance area • Summative at end of plan 	ONE-YEAR DIRECTED GROWTH PLAN <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 	
		LOW	EXPECTED	HIGH