

# MAGOFFIN COUNTY SCHOOLS



## CERTIFIED EVALUATION PLAN

MAGOFFIN COUNTY

CEP

7-01-2016

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# ASSURANCES

## CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Magoffin School District hereby assures the Commissioner of Education that:

An evaluation committee composed of an equal number of teachers and administrators developed this evaluation plan.

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

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

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

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

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

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

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

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

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

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

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on August 18, 2016.

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

08-18-2016  
\_\_\_\_\_  
Date

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

08-18-2016  
\_\_\_\_\_  
Date

**The Magoffin County Public School district is committed to utilizing a certified professional growth and effectiveness plan that is based on the belief that successful learning and effective teaching are supported by a meaningful system of professional learning and growth. In keeping with this philosophy, the Magoffin County Certified Professional Growth and Effectiveness Committee have developed the Professional Growth and Effectiveness Plan. Teachers and administrators make up the committee of dedicated professionals with an equal representation.**

**The members of the committee are:**

**Names of the 50/50 Committee and their role (teacher or administrator)**

**Administrators**

**Christopher Meadows-High School Assistant Principal  
Willie Cole- Salyersville Grade School Principal  
Angela Skaggs- Central Office-Instructional Supervisor**

**Teachers**

**Deidra Carpenter- Herald Whitaker Middle School  
Margie McCoy- South Magoffin Elementary  
Melinda Owens- North Magoffin Elementary**

**Evaluation Contact Person: Angela Skaggs**

**Superintendent: Scott Helton**

# *District Professional Growth and Effectiveness Plan*

## *Professional Growth and Effectiveness System*

### **Professional Growth and Effectiveness System – Certified Teacher**

The vision for the Professional Growth and Effectiveness System (PGES) 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:** The primary evaluator as described in KRS 156.557(5)(c)2.
8. **Formative Evaluation:** Is defined by KRS 156.557(1)(a).
9. **Full Observation:** An observation conducted by a certified observer that is conducted for the length of a full class period or full lesson.
10. **Improvement Plan:** A plan for improvement up to twelve months in duration for:
  - a. Teachers and other professionals who are rated ineffective in professional practice and have a low overall student growth rating.
  - b. Principals who are rated ineffective in professional practice and have high, expected, or low overall student growth rating.
11. **Job Category:** A group or class of certified school personnel positions with closely related functions.
12. **Local Contribution:** A rating based on the degree to which a teacher, other professional, principal, or assistant principal meets student growth goals and is used for the student growth measure.
13. **Local Formative Growth Measures:** Is defined by KRS 156.557(1)(b).
14. **Mini Observation:** An observation conducted by a certified observer for 20-30 minutes in length.
15. **Observation:** a data collection process conducted by a certified observer, in person or through video, for the purpose of evaluation, including notes, professional judgments, and examination of artifacts made during one (1) or more classroom or worksite visits of any duration.

16. **Observer Certification:** A process of training and ensuring that certified school personnel who serve as observers of evaluatees have demonstrated proficiency in rating teachers and other professionals for the purposes of evaluation and feedback.
17. **Observer calibration:** The process of ensuring that certified school personnel have maintained proficiency and accuracy in observing teachers and other professionals for the purposes of evaluation and providing feedback.
18. **Other Professionals:** Certified school personnel, except for teachers, administrators, assistant principals, or principals.
19. **Overall Student growth Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to the requirements of Section 7(9) and (10) of this administrative regulation and that is calculated for an assistant principal or principal evaluatee pursuant to the requirements of Section 10(8) of this administrative regulation.
20. **Peer observation:** Observation and documentation by trained certified school personnel below the level of principal or assistant principal.
21. **Performance Criteria:** The areas, skills, or outcomes on which certified school personnel are evaluated.
22. **Performance Rating:** The summative description of a teacher, other professional, principal, or assistant principal evaluatee's performance, including the ratings listed in Section 7(8) of this administrative regulation.
23. **Principal:** A certified school personnel who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050.
24. **Professional Growth and Effectiveness System:** An evaluation system to support and improve the performance of certified school personnel that meets the requirements of KRS 156.557(1)(c), (2), and (3) and that uses clear and timely feedback to guide professional development.
25. **Professional Growth Plan:** An individualized plan for a certified personnel that is focused on improving professional practice and leadership skills, aligned with performance standards and the specific goals and objectives of the school improvement plan or the district improvement plan, built using a variety of sources and types of data that reflect student needs and strengths, evaluatee data, and school and district data, produced in consultation with the evaluator as described in Section 9(1), (2), (3), and (4) and Section 12(1), (2), (3), and (4) of this administrative regulation, and includes: (a) Goals for enrichment and development that are established by the evaluatee in consultation with the evaluator; (b) Objectives or targets aligned to the goals; (c) An action plan for achieving the objectives or targets and a plan for monitoring progress; (d) A method for evaluating success; and (e) The identification, prioritization, and coordination of presently available school and district resources to accomplish the goals.
26. **Professional Practice:** The demonstration, in the school environment, of the evaluatee's professional knowledge and skill.
27. **Professional Practice Rating:** The rating that is calculated for a teacher or other professional evaluatee pursuant to Section 7(8) of this administrative regulation and that is calculated for a principal or assistant principal evaluatee pursuant to the requirements of Section 10(7) of this administrative regulation.
28. **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.



29. **Sources of Evidence:** The multiple measures listed in KRS 156.557(4) and in Sections 7 and 10 of this administrative regulation.
30. **State Contribution:** The student growth percentiles, as defined in 703 KAR 5:200, Section 1(11), for teachers and other professionals, and the next generation learners goal for principals and assistant principals.
31. **Student Growth:** Is defined by KRS 156.557(1)(c).
32. **Student Growth Goal:** A goal focused on learning, that is specific, appropriate, realistic, and time-bound, that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.
33. **Student Growth Percentile:** each student's rate of change compared to other students with a similar test score history.
34. **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.
35. **Summative Evaluation:** Is defined by KRS 156.557(1)(d).
36. **Teacher:** A certified school personnel who has been assigned the lead responsibility for student learning in a classroom, grade level, subject, or course and holds a teaching certificate under 16 KAR 2:010 or 16 KAR 2:020.
37. **Working Condition's Survey Goal:** a school improvement goal set by a principal or assistant principal every two (2) years with the use of data from the department-approved working conditions survey.

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

38. **Administrator:** means an EPSB certified administrator who devotes the majority of employed time in the role of principal, for which administrative certification is required by the Education Professional Standards Board pursuant to 16 KAR 3:050
39. **Evaluator:** the immediate supervisor of certified personnel, who has satisfactorily completed all required evaluation training and, if evaluating teachers, observation certification training.
40. **Evaluatee:** District/School personnel being evaluated
41. **Peer Observation:** Observation and documentation by a trained certified school personnel.
42. **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
43. **Self-Reflection:** means 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
44. **Student Voice:** the state-approved student perception survey, administered each year, that, provides data on specific aspects of the classroom experience and of teaching practice.
45. **For Additional Definitions and Roles, please see 704KAR 3:370 Professional Growth and Effectiveness System**

# ***The Kentucky Framework for Teaching with Specialist Frameworks for Other Professionals***

The Kentucky Framework for Teaching is designed to support student achievement and professional practice through the domains of:

## **Framework for Teaching**

Planning and Preparation  
Classroom Environment  
Instruction  
Professional Responsibilities

## **Specialist Frameworks for Other Professionals**

Planning and Preparation  
Environment  
Instruction/Delivery of Service  
Professional Responsibilities

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

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

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

### **Required Sources of Evidence**

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

### **Local District Decision**

#### **Additional Evidence to Support Assessment of Professional Practice**

- ✓  Program Reviews
- ✓  Team-developed curriculum units
- ✓  Lesson plans
- ✓  Communication logs
- ✓  Timely, targeted feedback from mini or informal observations
- ✓  Student data
- ✓  Student work samples
- ✓  Student formative and/or summative course evaluations/feedback
- ✓  Minutes from PLCs

- ✓  Teacher interviews
- ✓  Parent engagement surveys
- ✓  Records of student attendance
- ✓  Records of teacher attendance
- ✓  Video lessons
- ✓  Professional development certificates/agendas
- ✓  Action research projects
- ✓ Other Measures of Student Learning
- ✓ Products of Practice
- ✓ Other Sources

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