

Certified Evaluation Plan Check List

Model Plan Version 3 Reference	KDE/EDI Implementation DIPP Ref #	Checkpoints	Yes	No	Projected Completion Date
		TPGES			
		A certified evaluation committee (50/50) has been selected. <ul style="list-style-type: none"> <i>Educator Quality Oversight Committee is established.</i> 	√		
		The 50/50 committee has met. <ul style="list-style-type: none"> <i>Educator Quality Oversight Committee meets bi-weekly.</i> 	√		
	7.1.2	A timeline for submitting the Certified Evaluation Plan has been established. <ul style="list-style-type: none"> <i>An implementation plan has been developed, and is being updated.</i> 		√	<i>In Process February 2014</i>
Pg. 3		<ul style="list-style-type: none"> <i>Any other roles or definitions to be included?</i> 			
Pg.	Principals 4.1.4 Teachers: 4.2.3	All teachers and principals have been trained on the TPGES system. <ul style="list-style-type: none"> <i>System Components—System Overview and Summative Model</i> <i>Domain Ratings—Professional Judgment</i> <i>Student Growth—Student Growth Percentiles (SGPs) & Local Contributions: Student Growth Goals (SGGs)—High, Expected, Low Growth Ratings</i> TESC recommendations are going to the State Board that will include decision rules for these things.		√	<i>In Process June 2014</i>
Pg. 4	4.1.3 4.3.2	All teachers and principals have been trained on the Framework for Teaching.		√	<i>In Process March 2014</i>
Pg. 5	3.2.2	<i>Is there a plan to provide training for CIITS to all teachers, and to determine an expert for each school.</i>			
Pg. 7	ADD	L - Establish a timeline for Self-reflection/PGP development and approval			
Pg. 8	7.2.3a	L – Choose an observation model . (An observation model (3/1; 2/2; other) has been selected. <i>All teachers will participate in self-reflection and professional growth planning each year. Growth Planning Matrix is coming from the state.</i> <ul style="list-style-type: none"> <i>We must choose Option A, B, or C.</i> 	√		
Pg. 9	7.2.3b	An observation conferencing plan (pre/post) is in			<i>In Process</i>

	7.2.3b	place. L – Describe the requirements for pre/post observation conferences (Samples in Appendix B) L – Describe the differences that may exist in conferencing expectations for mini or full observations. L – Identify timelines for any required conferences.		√	August 2014
	7.2.3d	<ul style="list-style-type: none"> • <i>Pre and Post-Conference...required?</i> • <i>For full and/or mini observations?</i> • <i>How will conferences be conducted, and what is the conferencing timeline?</i> L – What is timeline for conducting and completing observations? <ul style="list-style-type: none"> • <i>What will the observation windows be, for 1st, 2nd, 3rd, and 4th observations?</i> 			
Pg. 10	4.1.1 4.1.2	L – Describe the process used to ensure all supervisors obtain observation certification. All principals have completed observation certification through Teachscape. <ul style="list-style-type: none"> • <i>All principals and assistant principals have received access and will complete by June.</i> 		√	In Process June 2014
Pg. 10	7.2.3e	An observer calibration timeline has been developed.		√	August 2014
	7.2.3	<ul style="list-style-type: none"> • <i>Year 1, Year 2, Year 3, Year 4—State provided decision.</i> • <i>L – Explain processes that the district will use for observer calibration being sure to adhere to the requirements.</i> 			
Pg. 11	7.2.3	<ul style="list-style-type: none"> • <i>L - Develop a plan for support for administrators who struggle to pass TeachScape.</i> • <i>L - What will we do when supervisors do not pass? Who will cover the observations? (Examples in Appendix B)</i> 			
Pg. 11	7.2.3c	Peer Observer – Identification and training R - All Peer Observers participating during the summative year observations will complete state developed training once every three years L – Describe how Peer Observers will be identified and have completed state approved training <ul style="list-style-type: none"> • <i>How will we train peer observers—more than just watching the modules?</i> L - Describe how Peer Observers will be assigned to teachers. R - All required peer observations must be documented in CIITS		√	In Process May 2014

		L -			
Pg. 11	4.3.3 7.2.3c	<p>Training for peer observer is in place.</p> <ul style="list-style-type: none"> • <i>A plan to ensure that all teachers have access to Peer Observers every year— example table included— selection/assignment/plan @ each level- district, school, teacher.</i> 		√	<i>In Process June 2014</i>
Pg. 12	7.2.4a 7.2.4b 7.2.4c 7.2.4d ADD	<p>Student Voice Survey A plan is in place for administering the student voice survey.</p> <ul style="list-style-type: none"> • <i>L - One district person to oversee the administration of the survey.</i> • <i>L = Develop Student Voice Ethics Statement (involve DAC).</i> • <i>L - How many sections per teacher will participate?</i> • <i>L - Provide needed student accommodations and support (plan) but with confidentiality.</i> • <i>L - Identify the timeline for administration of the state approved Student Voice Survey</i> 		√	<i>In Process August 2014</i>
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Pg. 13	4.3.5 7.2.5a 7.2.5b	<p>Student Growth Goals All teachers have been trained on setting student growth goals.</p> <ul style="list-style-type: none"> • <i>New State Regulation to come.</i> • <i>L - Training for state contribution and local contribution. (SGPs and SGGs)</i> • <i>L - How many goals will each teacher be required to have?</i> 		√	<i>In Process August 2014</i>
Pg. 14	7.2.5c	<ul style="list-style-type: none"> • <i>L - Rigor of SGGs—We must select an option. How will we rate SGGs? Rigor Rubric?</i> 			
Pg. 15	ADD	<ul style="list-style-type: none"> • <i>L - Protocol for ensuring comparability?</i> <ul style="list-style-type: none"> ○ Administration Protocol ○ Scoring Process 			
Pg. 15	ADD	<p>L - Describe the process for determining student growth that is high, expected or low. L - Identify the measures for determining student growth rating. (See examples Appendix C)</p>			
Pg. 16	7.2.7	<p>A plan is in place for including other products of practice.</p> <ul style="list-style-type: none"> • <i>Model list provided. Which will we list in our plan?</i> 		√	<i>In Process June 2014</i>
Pg. 18	ADD	L – Describe the process and/or instrument to be			

	ADD	used to rate overall student growth as low, expected or high. (Samples, Appendix C) L – Describe the procedures for ensuring quality in determining overall student growth			
Pg. 20	4.3.6	All teachers have been trained on use of the Professional Growth Planning Matrix. <ul style="list-style-type: none"> <i>Waiting for State Board Approval. Will share with all principals and teachers then.</i> 		√	<i>In Process August 2014</i>

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		PPGES – Principal and Assistant Principal			
Pg. 24	4.2.3	All principals and evaluators have been trained on the PPGES system. <ul style="list-style-type: none"> <i>System Overview and Summative Model—rollout for all.</i> 		√	<i>In Process June 2014</i>
Pg. 24	4.2.1	All principals and evaluators have been trained on the Principal Performance Standards. <ul style="list-style-type: none"> <i>Rollout for all needed.</i> 		√	<i>In Process June 2014</i>
Pg. 27	4.2.2 ADD	All principals and evaluators have been trained on the PGP/Self-Reflection process. <ul style="list-style-type: none"> <i>Completed annually by each principal.</i> L – Explain timeline for submission of PGP for principals and assistant principals.		√	<i>In Process June 2014</i>
Pg. 25	7.3.1	A plan for Site-Visits is in place. <ul style="list-style-type: none"> <i>Plan for scheduling and conducting site visits—minimum of two.</i> 		√	<i>June 2014</i>
Pg. 25	7.3.2a	A point of contact has been established for the Val- Ed 360° survey.	√		<i>Tiffeny Armour</i>
Pg. 25	7.3.2a	A window for administering the Val-Ed 360° survey has been set. <ul style="list-style-type: none"> <i>Every year the TELL Survey is not administered.</i> 	√		
Pg. 25	7.3.2b	A plan for developing Working Conditions Goals(s) is in place. <ul style="list-style-type: none"> <i>One for every two years from TELL Survey results.</i> <i>How and what entered into ASSIST?</i> 		√	<i>In Process August 2014</i>
Pg. 26	7.3.4	A plan is in place for including other products of practice. <ul style="list-style-type: none"> <i>What other Sources of Evidence will we utilize for principals? Provide a list.</i> 		√	<i>In Process August 2014</i>
Pg. 26	7.3.3a	A plan is in place for establishing a Student Growth Goal based on ASSIST/NGL Trajectories. <ul style="list-style-type: none"> <i>State Contributions</i> 		√	<i>In Process June 2014</i>
Pg. 26	7.3.3b	A plan is in place for establishing a Student		√	<i>In Process June 2014</i>

		<p>Growth Goal based on school need.</p> <ul style="list-style-type: none"> • <i>Local Contributions—the number of SGGs principals are required to develop, minimum is one.</i> • <i>Plan for helping principals select goals, and determine a rating based on the results.</i> 			
Pg. 28	4.2.3	<p>All principals have been trained on determining the Overall Performance Category.</p> <ul style="list-style-type: none"> • <i>Matrix and Decisions Rules coming from the State.</i> • <i>Will need to train all on these.</i> 		√	<i>In Process June 2014</i>