PGES Newsletter

PGES POC/Superintendent/Principal Edition

December 10, 2014

New resources posted to the PGES webpages

- [CIITS/EDS Single Topic Webcast-Median Student Growth Percentiles archive](#)
- [CIITS/EDS Single Topic Webcast- Peer Observation archive](#)
- [Student Growth Percentile Report for Teachers Quick Start Guide](#)-Infinite Campus technical support
- [Training Document-Teacher Student Growth Median](#)-Infinite Campus technical support
- [Median Student Growth Percentile Webcast](#)-technical support
- [Observation Time-Saving Tip Video](#)

Date for release of Median Student Growth Percentile (MSGP) scores in Educator Development Suite (EDS) to be announced

MSGP scores have not yet been released into EDS. When the date is set, it will be shared in the Fast Five, e-mailed to PGES Point of Contacts and posted to the PGES website along with a Quick Reference Card explaining how to access the scores. Materials will be available to help educators understand how the scores were calculated and what can be done in preparation for next year if they are inaccurate.

Observation time savers

There have been some concerns mentioned from the field around observations and the amount of time needed to conduct and document the observation in the EDS. Please consider these time-saving tips when completing the observation process:

- The principal may consider using e-mail for the pre-observation conference.
- Scripting for the observation: Document only what is heard or observed. Focus on the highlights that are present and do not try to capture every word that is presented in the observation.
- Documenting evidence: There is no expectation that principals provide documentation for every single indicator. If evidence is not present, the principal can select N/A and it WILL NOT negatively impact the performance rating. Scoring with numbers in EDS will be suppressed in the near future.
- Consider a focus on one area for the mini-observation. This may be an area identified in the teacher's Professional Growth Plan. During a mini-observation, a teacher may identify the specific time components that will be demonstrated for the 15-20 minute

observation rather than always starting at the beginning of the lesson. Mini-observations should take no more than 30 minutes.

- If evaluators are scripting in Word – add it as an artifact – observers do not have to copy and paste all evidences to every component. Evaluators can reference the artifact and score the components. These observations are formative.
- The rating for the observation can be determined through discussion during the post-observation conference.
- Consider scheduling observations and post-conferences ahead of time to protect the time.

Student Growth Goal time saver
Teachers can complete the Think and Plan document and upload it as an artifact to the Student Growth Goal tool in EDS instead of cutting and pasting from the document into each section of the EDS tool. For guidance on how to upload an artifact, please use this Student Growth Goal Quick Reference Card.

Mid-year conferences: providing meaningful feedback to teachers
The mid-year conference provides an opportunity for an educator and the primary evaluator to engage in discussion about the growth and effectiveness of the educator. It is a time to check in with educators on progress toward the Professional Growth Goal and Student Growth Goal to determine if supports are needed.

The primary evaluator may ask questions such as:

- How are students meeting or showing progress toward growth and proficiency targets? What evidence is used to show this growth?
- What patterns of learning do you see in special populations of students?
- How do the activities, materials and resources in the Student Growth Goal process align to the needs of the students now that you have additional data?
- What professional practices and decisions in your work have had the most influence on your ability to support your students to achieve growth?
- How have you progressed toward meeting your Professional Growth Goal? How has it impacted teaching and learning in your classroom?
- In what areas do you still need to grow or learn more?
- What supports do you need to reach your goals?

Chris Meadows, assistant principal at Magoffin County High School, notes that he and principal Tony Skaggs are utilizing teacher planning periods to meet with teachers. Chris shared:

"The mid-year conference is like formative assessment in the classroom and allows teachers and administrators to take time to look at the evidence and make corrections during the process rather than at the end of the year. Those 'corrections' might include identifying additional evidence for a specific domain or component of the *Kentucky Framework for Teaching*, collecting additional data for the Student or Professional Growth Goal, or planning additional strategies to help meet the goals. The conference does not need to be lengthy, but educators do need to know that collegial support is available for them throughout the PGES process."

Being critical consumers of information and professional learning related to PGES

With the statewide implementation of the PGES this school year, a number of materials and presenters are being offered to schools and districts from groups and individuals, often from outside the state. As with any resource or professional learning opportunity, the Kentucky Department of Education cautions educators and education partners to be critical consumers when deciding whether these materials and/or presenters provide accurate and aligned information. Just because something contains the letters "PGES" does not mean that it has been developed collaboratively with the Kentucky Department of Education (KDE), is supported by the department, or has been vetted with KDE. You are urged to ask questions, check credentials, and do your own research before committing time and resources to participate in such sessions or purchase materials.

Lessons learned from the fall Student Voice Survey window key to spring success

More than 96 percent of the districts who anticipated participating in the fall Student Voice Survey window implemented the survey. Districts that did not implement during the fall window will have another opportunity in the spring.

KDE congratulates the following districts' successful implementation of the Student Voice Survey in the fall survey window:

Districts with 100 percent successful completion of the Student Voice Survey:

- Cloverport Independent
- East Bernstadt Independent
- Harrison County
- Southgate Independent

Districts with 99 percent successful completion of the Student Voice

Survey:

- Marshall County
- Murray Independent

Lessons learned
Lessons were learned during the fall Student Voice Survey Window that may be helpful in planning for districts that plan to implement the survey in the spring.

- Create a plan to ensure all students know how to access student Infinite Campus logins and password retrieval/reset.
- Complete the Infinite Campus teacher survey-type assignment verification process and plan for unique teaching scenarios; for example, how to address the lack of survey results for special education teachers who may not have enough students on their rosters. For guidance on verifying the teacher survey-type assignment, please see the [Student Voice Technical How To-Administrator document](#).
- Communicate the Student Voice Survey administration process to students ahead of time to avoid unintended student participation issues.

The spring Student Voice Survey window is March 4 - 25. Districts can begin verifying teacher survey-type assignments in Infinite Campus (IC) after February 1.

<u>District level administrator – access to confidential school information</u>
A district level administrator who is the immediate supervisor of a certified employee and responsible for his/her PGES evaluation may access the sources of evidence associated with the employee by being assigned the School Leadership permission at the individual school where the employee is assigned. All teachers and individuals participating in the OPGES pilot must be assigned in Infinite Campus to an individual school. It is important to know that all sources of evidence for educators (Self-Reflection, Professional Growth Plans, Student Growth Goals, Observations, Student Voice Results, and Summary of Evidence) are stored at the **SCHOOL** level. Once a district level administrator has been assigned Leadership access to the necessary school(s), he or she will be able to select the school to view in the Continuous Instructional Improvement Technology System (CIITS) and access the various sources of evidence for the assigned educator at that school. This can be addressed in CIITS by changing the Default Institution under "My Account"

The district level administrator with School Leadership permissions at an individual school will have access in CIITS to all employees' information at the school to which they are assigned. Careful consideration should be given when assigning the School Leadership role at the district level.

Upcoming webcasts
- *PGES Webcast* – Wednesday, December 17 at 9:30 a.m. ET.
- *CIITS/EDS Single Topic Weekly Webcast* about OPGES Observation – Thursday, December 11 at 2 p.m. ET.

To watch live
To watch any of the above webcasts live please use the following link: mms://video1.education.ky.gov/encoder3a. Please note this link *does not work* with iOS devices.

The following link does work with iOS devices: http://mediaportal.education.ky.gov/watch-live/.

All webcasts are archived and accessible on the Archived PGES Newsletters and Webcasts page.

District CEPs due December 20 (Note deadline!)
Any district running a dual system for school year 2014-15 must submit a Certified Evaluation Plan (CEP) to the Kentucky Department of Education (KDE) on or before December 20. This submission will allow KDE to provide feedback and support to prepare for the spring submission. Districts that are running a hybrid or full system are not required to submit for this process. Submit the district's CEP to teacherleader@education.ky.gov.

What is the Instructional Transformation Grant Project?
The Instructional Transformation Grant Project is an opportunity for school districts in Kentucky to increase student achievement through professional learning that:

- advances implementation of the Kentucky Core Academic Standards
- deepens understanding of next generation assessment systems
- aligns with Kentucky's Professional Growth and Effectiveness System
- promotes and captures the contributions of teacher leaders in progressive ways

The Kentucky Department of Education recognizes the generous support of the Bill and Melinda Gates Foundation to support the advancement of college and career readiness in Kentucky school districts. Through a Request for Applications (RFA) process, 18 districts have been selected to receive grant awards ranging from $50,000 to $100,000 to support the grant goals. The participating districts include: Boone, Boyd, Campbell, Christian, Daviess, Fayette, Fleming, Jefferson, Jessamine, Lee, Owsley, Pendleton, Pike, Simpson, Warren, Washington, Webster, and Whitley.

<u>Have a great Winter Break!</u>
The Kentucky Department of Education wishes you rest, relaxation, great joy and happiness during your Winter Break. Kentucky educators have been working hard all year implementing PGES and meeting the needs of their students. This break is well deserved! Thanks for all you do every day for Kentucky children.