In This Issue

PGES implementation at Livingston Central High School

Submitted by Kathy Evanko, Educational Recovery Leader

In the fall of 2012, several teachers and administrators experienced a huge learning curve and a bit of anxiety regarding the new Professional Growth and Effectiveness System (PGES). To proactively address these issues, the teachers, school administrators, district administrators, and ER team from Livingston County developed a system of support educators transition to a new way of thinking about professional growth for teachers and administrators.

During the 2012-2013 school year Scott Gray, principal of Livingston Central High School (LCHS), led soft roll-outs for his teachers on Student Growth, Student Voice, Self-Reflection, and Professional Growth. These activities allowed teachers to delve into the Danielson Framework for Teaching. Teachers began the process of learning how to reflect on their practices as well as to set goals for improvement. Teachers and administrators felt anxious about understanding and implementing an observation model focused on professional growth, but it was more than just learning something new. It was changing the way educators viewed classroom observations and how feedback could positively impact educator performance.

Sheri Henson, Livingston County's supervisor of instruction, realized the opportunity to share the roll-out activities district wide so all educators could begin processing the components of PGES and the implications it would have on increasing teacher and administrator effectiveness. PGES became a standing item on monthly administrator meetings, and information from the PGES newsletters was effectively communicated to appropriate stakeholders.

In the summer of 2013, all school administrators in the district, most central office personnel, and the ER team spent four consecutive days together viewing and discussing the Teachscape videos. The educators developed a common understanding of what an accomplished teacher looks like and the impact this process would have on improving professional practices. Principals from all Livingston County schools and five district personnel earned Teachscape certification. Administrators in Livingston County were preparing themselves to effectively implement PGES. They understood PGES could transform teaching and learning. Moreover, they were committed to continuous improvement.

In the summer of 2013, five teachers, two school-level administrators, the supervisor of instruction, and the ER team attended PGES training/Kentucky Leadership Academy (KLA) to prepare teachers and administrators to pilot PGES at LCHS. The participants became part of a true Professional Learning Community. Pilot teachers trained other teachers within the building, which helped enhance their understanding of the process and fostered a shift to a more growth-oriented mindset.

In addition to LCHS piloting PGES, each Teachscape certified administrator selected one teacher from another school to participate in the pilot. There was a district-wide focus on understanding all of the components of PGES and the power of the process. Gray hosted monthly support meetings for pilot teachers and administrators. The support meetings provided an opportunity for teachers and administrators to share successes and concerns throughout the year.
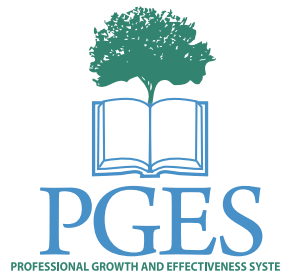
Continued from Page 1

Livingston County educators were fortunate to have time to gradually implement PGES and facilitate the growth mindset in everyone's thinking. Principals worked collaboratively to develop walkthrough instruments focused on *Classroom Environment* and *Instruction.* Principals conferenced with teachers using the Danielson Framework, which enhanced teachers' understanding of what accomplished teaching looks like.

In addition to district support, administrators were actively involved in the Kentucky Leadership Academy (KLA). Administrators made connections between PGES and improving student achievement. The administrators and teachers were given opportunities to stay informed and to process information through KLA as well as district level meetings.

During the summer of 2014, a team of teachers, administrators, and the ER team attended PGES training with the focus on preparing for full or hybrid implementation. Under Gray's leadership, teachers spent time preparing prior to the training. Because teachers and administrators had a good understanding of the process through the pilot

program, they were prepared to plan for the year ahead. After the PGES training, teachers led school-wide Professional Learning opportunities in Student Growth Goals, Self-Reflection, Peer Observations, and Professional Growth Plans.

The administrators and teachers at Livingston Central High School had experienced two years of involvement with PGES and were ready to proactively plan for implementation. With a solid foundation of the process, Gray and the ER team worked to streamline their school improvement efforts and developed a calendar to help manage their time. Gray modified the evaluation schedule so that one-third of the staff received summative evaluations every three years. Gray and Rice, assistant principal, developed a timeline for completing their observations and included them in the school's 30-60-90 Day Plan Calendar. This tool aligned the short-term goals to long-term CSIP goals while including timelines as identified in the Certified Evaluation Plan. This tool is beneficial because it provides a focus for the work and a timeline for completion. The LCHS Leadership Team completes monthly Plus/Deltas with Next Steps to ensure barriers are removed and that continuous improvement

30-60-90 Day Plan	M	T	W	T	F	*30-60-90 Day Plan*
CSIP Goal #1	2	3 ACT	4 Faculty meeting	5 Adm. Mtg.	6 End of 3rd 9 weeks	CSIP Goal #4 -Increase the percentage of effective principals and teachers from _____% in 2015 to _____% in 2020.

Short-term goals						• Principal
						  o Teacher A – full
						  o teacher B - full
						• Vice Principal
						  o teacher C – full

CSIP Goal #2	9 DLT	10	11	12	13	CSIP Goal #5
Short-term goals						Short-term goals
CSIP Goal #3	16 SBDM	17 ISLN	18	19	20	
Short-term goals	23	24	25	26	27	
	30	31	/////	/////	/////	
Notes:						

Pluses:	Deltas:	Next Steps:
•	•	•

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In Livingston County, teachers and administrators are equipped to effectively implement PGES. Under the leadership of Sheri Henson, administrators continue to discuss how to improve coaching practices and the importance of effectively conferencing with teachers. Henson and members of the 50/50 Certified Evaluation Plan Committee strive to develop a system that clearly states timelines and expectations for teachers and administrators.

Administrators are being proactive by assisting teachers in understanding the implications of applying Student Growth Goal to the overall accountability which will be part of accountability next year. During end of year conferences, administrators will assist teachers with analyzing the data to determine how meeting the growth and proficiency targets will affect the teachers' overall performance category.

Livingston County educators are supporting each other and share the vision of having every student taught by an effective teacher and every building led by an effective principal. They are committed to the hard work necessary to improve teaching and learning opportunities in all classrooms.

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JCPS:Innovative support for PGES

Submitted by Debbie Powers, Educational Recovery Director

Dewey Hensley, chief academic officer for Jefferson County Public Schools, knew when he began his job that teachers and principals would need support in implementing the new effectiveness system.

As he and Superintendent Donna Hargens created a new structure for the entire district, they created a new role entitled Evaluation Transition Coordinator (ETC). The role of ETCs is to support schools in the roll out of the new PGES system.

The ETCs have worked alongside the district Human Resources staff and the 50/50 Committee to create a thoughtful system to help support teachers and principals in their professional growth.

Having six people dedicated to this role and to supporting the work has been instrumental in the rollout in JCPS. The ETCs have worked closely with the Effectiveness Coaches from KDE to think through each step of the rollout plan.

Additionally, JCPS and Fayette County Public Schools have partnered with KDE to work on the implementation of the system together because both systems are so large. KDE has enlisted the support of the U.S. Education Delivery Institute (EDI) to help the two districts study and think through the implementation of a new system. Working together, with the support of KDE, has allowed the two districts to share great ideas.

As JCPS moves forward with the new effectiveness system, the ETCs are playing a more and more important role in supporting schools and teachers in understanding how each of the pieces of the system fit together to create a structure to support continuous improvement.

The creation of these roles by Hargens and Hensley was visionary and has helped move a district of 100,000-plus students forward on the path of improvement.

PGES resources from Lincoln County High School

Submitted by Julia Rawlings, Educational Recovery Director

Lincoln County High School used these resources with their teachers when completing the self-reflection and student growth goals in CIITS/EDS.

Student Growth Goal Setting Process

Student Growth Goals

Context

Describe the context, including student population.

Needs Assessment

What student needs have been identified? What are the related content area essential/enduring skills, concepts and/or processes?

Sources of Evidence

What sources of evidence/measures will you use to establish baseline data and measure student growth?

Interval of Instruction

What is the course-long interval of instruction (i.e. trimester, semester, one school year etc.)?

Expected Growth

What is/are the target/targets for expected growth for all students? Keep in mind the growth goal should challenge students to exceed typical expectations. (For example, "During this school year all of my students will improve by one performance level.")

Expected Proficiency

What is the proficiency target? What percentage of students will meet or exceed that target? (For example, "80% of my students will meet or exceed level 3 of the rubric.)

Goal Statement

Write your complete goal statement here.

Rationale

Explain the rationale for the goal.

Professional Learning

Do I need professional learning in order to support my students in attaining this goal? If yes, does my PGP reflect the support I will need to meet this goal?

（空白框）

Instructional Strategies for Goal Attainment

What, specifically, will you do instructionally to assure your students make gains projected in your student growth goal?

（空白框）

How will you monitor student progress toward goal attainment?

（空白框）

Overall Comment

（空白框）

Self-Reflection

Kentucky Adapted Framework

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of Content and Pedagogy

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

1b: Demonstrating Knowledge of Students

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

1c: Setting Instructional Outcomes

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

1d: Demonstrating Knowledge of Resources

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

1e: Designing Coherent Instruction

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

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1f: Designing Student Assessment

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

Domain 2: The Classroom Environment

2a: Creating an Environment of Respect and Rapport

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

2b: Establishing a Culture for Learning

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

2c: Managing Classroom Procedures

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

2d: Managing Student Behavior

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

2e: Organizing Physical Space

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

Domain 3: Instruction

3a: Communicating with Students

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

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3b: Using Questioning and Discussion Techniques

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

3c: Engaging Students in Learning

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

3d: Using Assessment in Learning

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

3e: Demonstrating Flexibility and Responsiveness

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

Domain 4: Professional Responsibilities

4a: Reflecting on Teaching

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

4b: Maintaining Accurate Records

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

4c: Communicating with Families

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

4d: Participating in Professional Learning Communities

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

4e: Growing and Developing Professionally

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

4f: Showing Professionalism

Performance Level:	☐Ineffective	☐Developing	☐Accomplished	☐Exemplary

Leading from the front

(from 3/5/15 PGES newsletter)

The tremendous promise and power of teacher leadership is to transform teaching and learning in Kentucky.

What can teacher leadership roles look like in practice? Westport Middle School in Jefferson County, strategically designed a teacher hybrid position for Sarah Yost to support a common vision of professional learning for the English/Language Arts department. The role focuses on creating shared data analysis systems and implementation of student interventions. Sarah also shares the perspectives of classroom teachers with administrators because as a classroom teacher herself, she is leading from the front of the classroom.

The role Sarah plays at Westport has had a profound effect on her learning community. Test scores have risen every year, and her principal, Dr. Staci Eddleman, has replicated the hybrid position in the math department. School administrators such as Dr. Eddleman demonstrate their capacity to improve teaching and learning by intentionally leveraging their most effective teachers.

- How can educators create impactful and intentional teacher leadership roles?
- How can we learn from examples like Sarah to leverage teacher leaders across the Commonwealth?
- How can Kentucky educators identify and cultivate the conditions under which teacher leadership can be most effective for individuals, schools and the system as whole?
- What roles and implementation strategies have the greatest potential to impact student learning?
- What are the common mistakes to avoid? And how can districts navigate the obstacles that appear to stand in the way of effective teacher leadership?

The article Leading from the Front of the Classroom by Leading Educators and the Aspen Institute is essential reading for any educator interested in defining the form and function of teacher leader roles to deeply impact teaching and learning.

TPGES: An opportunity beyond compliance - http://www.kentuckyteacher.org/educators-voices/guest-columns/2015/03/tpges-an-opportunity-beyond-compliance/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+KentuckyTeacher+%28Kentucky+Teacher%29

Standards-Based Grading & PGES: The Perfect Connection - http://www.kentuckyteacher.org/educators-voices/guest-columns/2015/03/standards-based-grading-pges-the-perfect-connection/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+KentuckyTeacher+%28Kentucky+Teacher%29

Summative Evaluation Tool for 2014-15 now available in CIITS/EDS

The Summative Evaluation Tool for the 2014-15 school year is now available in CIITS/EDS. Supporting resources to help principals complete the summative evaluation process that have been created can be found below.

Associate Commissioner Amanda Ellis provides a demonstration of how to complete the PGES summative evaluation of teachers, other professionals, and principals using the summary of evidence tool now available in CIITS - http://media-portal.education.ky.gov/featured/2015/02/pges-summative-evaluation-tool/

Summative Evaluation Process PowerPoint: Follow this link to the Power Point presentation used by Dr. Ellis in the Summative Evaluation Process Video. Principals are encouraged to reference this presentation when working with summative evaluations.

The first page of this pdf includes a checklist of everything a principal will need to gather before starting the Summative Evaluation Process. The next four pages provide several of the necessary documents from the checklist for your convenience - http://education.ky.gov/teachers/PGES/TPGES/Documents/Summative%20Evaluation%20Process%20Preparation%20Checklist%20with%20Materials.pdf

This easy to use document gives a picture tutorial of how to utilize the Summative Evaluation Tool in EDS - http://education.ky.gov/teachers/Documents/CIITS%20QRC_EDS_Summary_of_Evidence_TPGES.pdf

PGES FAQs - http://education.ky.gov/teachers/PGES/geninfo/Documents/PGES%20FAQ.pdf

KDE Webpages for PGES Assistance:

This page has some updated information as well as a new PGES Time Management document.
This page has some updated information regarding the summative evaluation process.
Here are some student voice materials. We are also in process of releasing Spanish and ASL interpretations of the survey.
The links from this page provide a great background of PGES and some more guidance.

#PGES4Me - Save the date!

The #PGES4Me simulcast will be held July 28. This year's simulcast will include a more in-depth look at Professional Growth and Effectiveness System (PGES) content knowledge and offer refinement and strategies for successful implementation of the components of PGES. Districts and schools should be on the lookout for more information about participation options.