PGES Newsletter

PGES POC/Superintendent/Principal Edition

November 5, 2014

New resources posted to the PGES webpages

- [Evidence Examples by Standard from Kentucky Superintendents](#)
- [OPGES Pilot Practice Paper Forms](#)
- [OPGES Think and Plan Tool](#)
- [OPGES Think and Plan Tool-Guidance Counselor Example](#)
- [OPGES Student Growth Goals for Coaching Conversations](#)
- [OPGES Observation Guidance](#)
- [OPGES Pilot Overview Video](#)
- [OPGES Pilot Implementation Video: Interview with Scott County](#)
- [Student Voice District Choices](#)

Reminder for Evaluators – Initial Certified Evaluation Training

Who needs to complete Initial Certified Evaluation Training? Any person serving in the role of an evaluator must complete the Initial Certified Evaluation Training in order to complete teacher evaluations and be trained in the new Professional Growth and Effectiveness System (PGES) regulation, Self-Reflection, Professional Growth Plans, Student Growth Goals, Student Voice and the like. Teachscape certification is completed in order to certify administrators to conduct observations. Teachscape does not cover Self-Reflection, Professional Growth Plans, Student Growth Goals, Student Voice, etc. If you have completed the Initial Certified Evaluation Training previously, you do not need to complete it again. If you will be serving as an evaluator and have not completed this training, you must do so. For questions regarding the Certified Evaluation Training, please contact [Shirley LaFavers](#) at KASA.

Student Voice Survey fall window approaches

Eighty districts have indicated they will participate in the fall student voice survey window November 3 – 21. During this time, more than 10,000 Kentucky teachers will give their students an opportunity to provide feedback on instruction and the learning environment, by answering questions regarding their experience in the classroom.

The Student Voice Survey is one of the multiple sources of evidence that will inform teachers' Professional Practice Rating. Principals will utilize students' feedback from the survey to facilitate conversations regarding the teachers' skills within the domains of the *Kentucky Framework for Teaching*. For the student survey, Kentucky utilizes an abbreviated version of Dr. Ronald F. Ferguson's [Tripod Survey](#), which is touted as one of the most predictive measures of student growth and effective

teaching in the [Measures of Effective Teaching Study](#) sponsored by the Bill and Melinda Gates Foundation.

Results of the fall window Student Voice Survey are scheduled to be available in CIITS/EDS by December 16.

Q & A: Joe's ramblings stir up student voices

Lawrence County High School English teacher, Joseph Harris, sets the pace for creative writing and deductive reasoning as he blogs about his culture, family and professional practice in his popular blog titled, "[Teacher Man Joe's Ramblings](#)." Teacher Man Joe is a Hope Street Group Kentucky Teacher Fellow, teacher, dad, avid reader and writer.

Below, Joe answered some questions about his experiences using student voice in the classroom:

Did you solicit student feedback informally prior to the Kentucky Department of Education (KDE) implementing the Professional Growth and Effectiveness System (PGES) Student Voice Survey? How? How did the results inform and/or change your practice?
Yes, I have used student voice in my classroom since my first year of teaching. I have always created my own surveys or borrowed surveys from others. I administer surveys at the end of grading periods and use the feedback to change things to meet my students' needs.

Has the implementation of the PGES Student Voice affected how you approach teaching and learning?
I'm not sure that it has affected how I approach teaching and learning since I was already using student surveys in my class, but the survey is certainly deeper than what I used before. Therefore, it gives better feedback, which allows me to pinpoint areas for growth.

How do you plan to utilize the Student Voice Survey results?
I have already used them. Something that stuck out to me was my engagement numbers. I have really focused on using more "fun" and "exciting" lessons to engage my students. Also, I have been using a systems-based approach to learning in my classes for three years and made the connection between engagement strategies and the "Plan/Do/Study/Act" portion by allowing students to participate in some of the unit planning. For instance, at the beginning of each unit, we break down the unit standards into learning targets to determine our "Plan" and what we are going to "Do" (instructional strategies) to master the content. This is where students are really able to add their voices to the planning.

What level of confidence do you have in the feedback provided by students?
I believe that students are honest. If they feel you genuinely care about

PGES Quick Links:
[PGES webpages](#)

[EDS PL Resources](#)

[@KyPGES](#)

[@KyDeptofEd](#)

[KDE Facebook page](#)

their education, then they will give you the feedback you need. Some teachers worry that students will "sabotage them," but I have a hard time believing a student who feels a teacher cares and is doing his or her best to provide an education would do such a thing.

Does utilizing student feedback impact students? How?
Absolutely. When students feel they have a voice in the learning process, they will be more engaged and motivated.

What would you suggest to improve the Student Voice Survey process?
Administer it more than once per year and to more than one class. Sometimes the dynamics within a classroom change with different groups of students. Using student voice results from March to inform August practice might not be as effective as using September results.

Student Growth Percentile (SGP) median scores coming soon!
All teachers who work with 4th-8th grade students in reading and/or mathematics will be receiving their SGP median scores in mid-November (expected date is November 17). The scores will be available in CIITS/EDS. This year's scores are calculated using up to three years of data from 2011-12, 2012-13, and 2013-14 school years.

What are SGP medians and how are they calculated?
SGPs measure change in an individual student's performance over time compared to his/her academic peers (for example, other students in the state with a similar test score history). The student is compared only to the students who start at the same place. The rate of change, or growth, is expressed as a percentile; for example, if John improved more than 65 percent of his academic peers, his SGP would be 65.

To calculate the SGP median score, students assigned to a teacher in Infinite Campus are combined if they meet attribution requirements. To be attributable to a teacher, the teacher must have had the student in a mathematics or English/language arts/reading course at least 100 days during the school year as reflected in Infinite Campus. The 100 days do not have to be consecutive. Additionally, a teacher must have at least ten students to receive an SGP median score. For more information about how SGP median scores are calculated, please visit the TPGES Student Growth Percentile Medians page which includes a Frequently Asked Questions document and a PowerPoint presentation.

How can I verify that my scores are accurate?
The score educators will see in CIITS/EDS is based on data pulled from Infinite Campus (IC). If a score is not accurate, it is due to an inaccuracy in the roster data located in IC. To verify the accuracy of this year's scores, reports can be run in IC to generate a list of students attributed to a teacher for the three years and used to calculate their SGP median score. This will be a critical piece of the student growth process and

teachers will need to be provided with these reports by the designated IC point of contact at the school or district level.

Two reports are available in IC. The first is the Teacher Student Growth Median Percentiles –Detail Report that contains rosters where teachers will need to verify the SGP median scores. The second report is the Teacher Student Growth Median Percentiles – Summary Report which may be more helpful to administrators who want to view only the SGP median scores for multiple teachers. These reports will be available in district sites with the next IC release scheduled for November 12, and will allow administrators to generate the reports for a selected school, the entire district or for a specific teacher. Districts can assign tool rights to run these reports after the deployment of the Infinite Campus release.

What to do if a score is not accurate in CIITS/EDS
Don't worry! Ultimately, principals enter the final Student Growth State Contribution score into CIITS/EDS for a teacher's summative evaluation. They do not have to use the SGP median score calculated in CIITS/EDS if the data was wrong in Infinite Campus. They may generate their own score using the data in the reports and procedures mentioned above.

In the future, it is hoped that the correct teacher/student links will be made in Infinite Campus so this extra calculation does not have to be done.

Educator Development Suite (EDS) 16.1 release update
The release of EDS 16.1 – which includes the Site Visit Tool in PPGES – has been delayed to allow for necessary refinements to be made that were identified by Kentucky educators.

KDE is committed to ensuring all upgrades to the system meet the needs and standards of Kentucky educators and apologizes for any inconvenience this may cause.

Based on feedback from Kentucky educators, teachers and principals want tools that allow work to occur in the most efficient manner possible. In response to this, KDE increased quality assurance efforts to include Kentucky teachers, principals and central office staff. During the quality assurance process for 16.1, educators identified functions that they felt needed to be enhanced before the upgrade could move forward.

In the future, KDE will wait until updates are fully ready for release before communicating them to educators. We appreciate your patience, understanding and feedback in this process.

Achieving 100 percent in CIITS/EDS
There have been concerns relayed from the field that schools,

particularly high schools, are not showing 100 percent completion of Self Reflection, Professional Growth Plans and Student Growth Goals in CIITS/EDS, because individuals appear on the principal caseload who are not evaluated by the principal. As an example, Area Technology Center (ATC) teachers are showing on the high school principals' caseloads, but the high school principal does not evaluate them. Because the principal is not the evaluator for some of these teachers, 100 percent completion cannot be accomplished.

KDE is aware of this issue and understands that this indicator does not demonstrate accurate measures. We recommend that the principal place a focus on the teachers that the principal is responsible for evaluating. The principal can remove the teachers they are not responsible for and recalculate to determine the number completed. This is information that principals can share with superintendents and boards of education as they begin to have discussions around PGES and the level of implementation. Other examples also may include ATC teachers, KTIP teachers not in the pilot, preschool teachers not in the pilot, college professors, and contract labor teachers.

CIITS/EDS Support Survey request
KDE wants to ensure educators are provided with the support needed to successfully use CIITS/EDS. Please take a moment to give feedback about the support that is currently available by taking this short survey: https://www.surveymonkey.com/s/2ZLLJY9. We thank you in advance for your time!

Observation/Site Visits in OPGES
OPGES observation cycles may have started or will be starting soon in districts. During the OPGES pilot, participants will have one peer observation and one full length observation from his/her primary supervisor.

Because many other professionals may not have consistent classes or groups of children they work with, observations may look more like a site visit. Therefore, observers in OPGES will ask questions and collect evidence for all domains of the *Framework for Teaching-Specialists Frameworks*. The observer may not actually see the other professional working with students, especially since some other professionals work in confidential situations.

The peer observer may not see evidence for all four domains. They may be directed by the other professional to give feedback specific components within the domains. These 'look-fors' should be determined by the other professional before the visit occurs.

Both the primary supervisor and the peer observer should review the Other Professional's *Framework* as well as the "OPGES Observation/Site

Visit Guidance Document" before an observation occurs to make sure they are familiar with the specifics of the Other Professionals role. Sample questions to be used during a site visit are provided in this document and districts may adapt or add questions in order to meet their needs.

Other resources and information for OPGES observation and site visits may be found on the OPGES webpage or contact Amy Jacobs at amy.jacobs@education.ky.gov.

Observations and peer observations – moving beyond compliance
For teachers to grow in their effectiveness, we must ensure observations are followed by effective feedback. This is true from intern to the seasoned veteran. Observation and feedback are crucial at every stage of a teacher's career. The question is, how can quality feedback be provided by a peer observer or an evaluator?

KDE has learned a great deal about feedback during the PGES pilot and field tests.

1. Make feedback count. Help learners get it right; correct errors.
2. Feedback must be timely.
3. Ask the teacher to provide his/her feedback before giving your feedback.
4. Be specific and realistic.
5. Concentrate on the behavior and not the person.
6. Offer continued support. Build confidence.
7. Provide teachers with strategies and methods to improve.

A successful observation and feedback process begins before the actual observation takes place. Observers must keep the *Kentucky Framework for Teaching* in mind as the basis of observations. The framework provides a consistent set of expectations for instructional practices and an effective learning environment. Successful practice often makes use of a pre-observation conference where the observer and the teacher discuss key aspects of the teacher's lesson. Discussion items, including short- and long-term objectives, the teacher's professional growth goal and the student growth goal being pursued, set the stage for successful observations.

The distinct roles of the peer observer and the administrative observer are important to keep in mind. The peer observation process is focused solely around collecting evidence and providing feedback. Supervisors assign ratings in a collaborative way. For example, Ken Bicknell, Principal at B. Michael Caudill Middle School in Madison County, shared that he "… send[s] a draft out for a teacher to see…in the post-conference, we decide, together, where they fall." This collaborative process for assigning the performance rating has proven quite effective in the early

days of the PGES rollout and has been showing great promise. Please click on the picture below to view an example of an effective post-observation conference modeled by Dr. Amanda Ellis.

Certified Evaluation Plan submission deadline—December 20
For districts that have **not** submitted a Certified Evaluation Plan (CEP) including the components of PGES for KDE review, the deadline is December 20. The December submission does not require local board of education (BOE) approval and is an opportunity for KDE to provide feedback and time for any revisions needed. In the spring of 2015, ALL districts will need to submit an updated CEP for approval by the local BOE and KDE to be implemented in the 2015-2016 school year.

Please review the Model Certified Evaluation Plan 4.0 to ensure all sections have been appropriately addressed. Below are links to additional documents available to assist with developing the CEP.

Certified Evaluation Plan Reference Documents
- 2014 Model CEP Checklist 704 KAR 3:370 Correlation – Complete the second column of this checklist and include it with your CEP submission.
- Assurances – Include this list of assurances with your CEP submission.
- Model Certified Evaluation Plan 4.0 with Sample Plan (PDF)

For additional information, contact Todd Davis or Renee Scott.