



PGES Newsletter

PGES POC/Superintendent/Principal Edition

October 1, 2014

Quick announcements:

- The K-2 Student Voice Survey will not be administered this year.
- The [TPGES Peer Observation webpage](#) has been updated. Follow the revised [instructions](#) to sign up directly in KET Learning Media. Upon successful completion of the module, the certification is good for three years.
- KTIP teachers, who are not participating in this year's PGES Pilot, should not participate in PGES, but only in KTIP.
- Read Commissioner Holiday's blog: [Apology to Teachers](#).
- Next PGES Webcast Wednesday October 15 at 9:30 am E.T. Watch it live here: <http://mediaportal.education.ky.gov/watch-live/>.

New resources posted to the PGES webpages

- [Multiple Superintendent PGES webpages](#)
- [2014-15 Superintendent Resources and Support](#)
- [EDS Observation Video for Principals](#)
- [TPGES Guidance for Preschool](#)
- [Student Growth Percentile Medians webpage](#)
- [Student Growth Percentile FAQs](#)
- [Student Growth Goals for Coaching Conversations](#)
- [Writing Student Growth Goals in Additional Settings](#)
- [Student Voice Year-at-a-Glance Calendar](#)
- [Other Professionals Sample PGP Goals](#)
- [Other Professionals Sample Student Growth Goals](#)
- [OPGES Pilot Participants Manual](#)

We are now posting a list of new resources towards the bottom of the [PGES webpage](#). We also tweet about new resources. Please follow us on twitter [@KyPGES](#) for the most up to date information on PGES.

EDS improvements

In response to the voice of Kentucky teachers and principals several improvements have been made to the Self-Reflection tool in CIITS:

- Auto-saves every 15 seconds
- Close button changed to 'Save & Exit' and saves
- 'Submit Self-Reflection' button added to be more clear and consistent with other sources of evidence

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PGES Quick Links:

- Principals and Leadership now able to view 3 distinct statuses:
 - Not Started
 - In Progress
 - Submitted

Watch the Weekly CIITS/EDS Single Topic Webcasts and PGES webcasts for additional enhancements that will continue to be made to improve teachers' and principals' experience with EDS.

Teachscope calibration informational webinar October 8, 9 am E.T.

Build trust in observations. Be sure PGES is being implemented with fidelity and your certified principals are consistently applying the rubric and maintaining scoring accuracy through CALIBRATION. Attend a 30 minute informational webinar presented by Teachscope on Wednesday, October 8, 9 AM ET to learn what calibration is, why it matters, and how it works. It is not too late for this school year as calibration is an ongoing, formative process. Click [here](#) to register for the webinar. Contact Colleen McHugh with any questions, colleen.mchugh@teachscope.com or 215-690-4949.

Observation: How do teachers demonstrate their skills in Domains 1 and 4?

Kentucky's Teacher Professional Growth and Effectiveness System (TPGES) is an evidence based teacher growth system. Observation of classroom practice is the cornerstone for providing evidence of a teacher's skill.

With the requirement for TPGES evaluators to demonstrate mastery of the Teachscope proficiency exam, much emphasis has been placed on Domains 2 (Classroom Environment) and 3 (Instruction) of the *Kentucky Framework for Teaching* (FFT). In general, observation of classroom practice provides the strongest evidence for Domains 2 and 3. Observation is appropriate for the observable aspects of teaching; however, evidence for Domains 1 and 4 are not usually observed during the formal observation. As Kentucky moves to full implementation of PGES, it becomes critical that teacher evaluators become skilled at identifying and appraising artifacts that provide the evidence for the proficiency levels in all domains of *Kentucky's Framework for Teaching*.

Domains 1 (Planning and Preparation) and 4 (Professional Responsibilities) represent the behind the scenes work of teaching, which is essential for accomplished practice but not visible in the classroom. This means a teacher's skill in these domains must be demonstrated through artifacts: planning documents for Domain 1, and artifacts reflecting a teacher's professionalism for Domain 4. Artifacts offer the best, in some cases, the only evidence of certain aspects of teaching. In general, artifacts are essential for teachers to demonstrate

[PGES webpages](#)

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their skills in Domains 1 and 4.

In the book, *The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School* (ASCD, 2008), Charlotte Danielson describes the sources of evidence for each of the components in the FfT (pp 13-16), and offers sample directions and scoring guides for artifacts that could provide evidence for Domains 1 and 4 (pp. 144-165). It's important to remember that while the components in Domain 4 are distinct from one another, and thus need to be demonstrated separately, those in Domain 1 are highly intertwined.

For Domain 1, teachers can submit a single document such as a unit plan, depending on its level of detail, and provide evidence of all of the components of Domain 1. Many of the components of Domain 1 (particularly 1c, 1e, and 1f) can be assessed for a single lesson and demonstrated through a lesson plan and a pre-observation conference. Naturally, this applies only to an announced formal observation since an unannounced observation does not include a pre-observation conference. However, to include the evaluation of Domain 1 in every observation may add an unnecessary burden, for both the teacher and the evaluator; therefore, Charlotte Danielson recommends that Domain 1 be assessed annually.

The same is true for Domain 4, but for slightly different reasons. Teachers do not demonstrate Domain 4 in the context of each lesson – with the possible exception of 4a, which is revealed in a post observation (reflection) conference. Danielson recommends an annual conference between a teacher and the evaluator to examine the artifacts that the teacher has assembled as evidence of Domain 4 (examples of which can be found in the chart below). Planning documents such as a unit plan can be examined at the same time. *In order to make this process more manageable, consider asking teachers to bring samples for Domain 4 during the mid-year review or summative conference.*

Examples of Evidence	
Domain 1	Domain 4
<ul style="list-style-type: none">• Unit/lesson plans• Prerequisite learning identified in unit/lesson plans• Analysis of formative assessment data• Student instructional groupings• Learning Targets• Sequence of instruction• Resources identified in lesson plans	<ul style="list-style-type: none">• Self-Reflections on instruction• Instructional/non-instructional records (field trips, permissions)• Communications with parents (phone log, open house materials, emails, letters, etc.)• Documentation of family participation (sign ins, photos, reflections)• Record of participation in

<ul style="list-style-type: none"> • Assessment plan/criteria 	<p>school events</p> <ul style="list-style-type: none"> • PLC agendas • Team meetings • Professional learning documentation (cadres, networks, etc.) • Course documentation
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Principals can view the [EDS Observation Video for Principals](#) for assistance using the Observation tool in CIITS/EDS.

Post-Conferences and the Collaborative Conferencing Model

Professional conversation is an essential part of PGES that promotes continuous improvement and refinement of practice. Teachers and evaluators using a common language around the framework is essential to support deep reflection on practice and create a culture of professional inquiry among the faculty. The pre-conference and post-conference can provide a safe environment where teachers can identify their instructional challenges, develop a plan of action, and identify supports they will need. Based on a teacher’s Self-Reflection and Professional Growth Plan, administrators can provide feedback on progress during conferencing sessions and help teachers make plans to improve their instructional practice in ways that will increase student achievement.

As Charlotte Danielson states, “Learning is done by the learner.” In a conference setting, teachers should be learning about ways to improve their practice. This learning comes in the form of reflection and analysis of practice through professional conversations between teachers and skilled administrators who know the right questions to ask.

Collaborative Conferencing Model

Step 1

- Supervisor initiates formal observation
- Teacher completes planning form

Step 2

- Pre-Observation Conference held
- Teacher takes lead: conversation around area of teacher need

Step 3

- Formal Observation conducted
- Supervisor collects evidence
- Supervisor shares evidence with teacher

Step 4

- Evidence analyzed separately by supervisor and teacher
- Post-Observation Form and reflection can be completed separately by supervisor and teacher

Step 5

- Post-Observation Conference held
- Teacher takes lead: conversation around teacher self-assessment and reflection
- Teacher and Supervisor compare notes and complete formal documentation of observation together

Here are some questions that could be asked to help facilitate a collaborative conference:

PRE-CONFERENCE

- Can you tell me more about the thinking process that leads you to use a KWL chart in this lesson? **1A**
- What are some specific resources that you have chosen to use to support the lesson? What prompted you to select those resources? **1D**

POST-CONFERENCE

- In what ways did your lesson succeed or how could it have been improved? **4A**
- Where did you place yourself on the framework based on this lesson's evidence? **4A**
- How can you use specific strengths of your PLC team to support your areas of growth? **4D**

To assist teachers and other professionals in their quest for enhanced practice, several resources are available on the [TPGES Observation webpage](#) and the [OPGES Observation/Site Visit webpage](#) including complete modules and supporting materials specifically addressing observation.

The content of this article relies heavily on the following references:

The Danielson Group, The Handbook for Enhancing Professional Practice-Charlotte Danielson; Enhancing Professional Practice-Charlotte Danielson; Talk About Teaching: Leading Professional Conversations-Charlotte Danielson; The Instructional Leader's Guide to Strategic Conversations with Teachers- Robyn R. Jackson, PH. D

Student Voice preparation

Districts completed their selection of fall or spring Student Voice Survey window(s) and tested their student's Infinite Campus (IC) login capability in September. If teachers have not yet been organized to have students check their IC logins, please do that soon to avoid potential problems later on. Beginning on October 9, districts will be able to assign permissions for administrators and verify and/or correct teacher survey types that have been auto-assigned in Infinite Campus. Guidance on assigning write permissions and verifying survey assignments in Infinite Campus is available on the [Student Voice webpage](#) in the toolkit under

“Administrator How-to.”

Spotlight on Boyd County: Connecting Peer Observation with mentoring

Tamala Martin, Assistant Superintendent of Boyd County Schools, is excited about her district’s Peer Observation and Mentoring program. As part of a team of three that includes Tamala, Matt Spade, elementary principal, and Rhonda Osburn, district resource teacher, they have designed district level learning for their Peer Observers/Mentors. Martin explains, “Our premise is that our non-tenured teachers deserve the best mentors we can offer in the district. Therefore, we had each principal select exceptional tenured teachers who were asked to serve on this mentoring committee. In addition to the peer observer training, they have been trained on the three C’s – consultation, collaboration and coaching.”

Boyd County’s 50/50 committee made the suggestion that the Certified Evaluation Plan (CEP) include mentoring; therefore, it was written so that “principals will have the latitude to make their selection from [a district level] trained committee [of Peer Observers/Mentors]...This has been a three-part training that will conclude [soon],” Martin said. “Each mentor has been given a handbook for guidance, and of course, the three of us who have been doing the training will be available for guidance when necessary, along with our building level principals.”

It is easy to see the commitment to increasing teacher effectiveness and continuous improvement in Boyd County.

Martin shared that Rhonda Osburn, the handbook’s primary author, used resources based on Danielson’s work that show the connection between pre-service, mentoring and teacher evaluation.

This district has taken valuable time to develop learning for Peer Observers and Mentors to benefit teachers; they realize that making long-term commitments to the training could yield even better results.

“This is a process that will continue each year as we add to the number of well-trained mentors, as well as revisit training for those who began with the committee initially,” Martin said.

Next year, expect to see an even more powerful Peer Observation and Mentoring plan for Boyd County.

Edivation: Professional Learning resources for teachers’ Professional Growth Plans

Educators can now engage in continuous learning and professional growth experiences through CIITS. Every Kentucky public school educator can access professional learning opportunities specific to their

professional growth needs by utilizing the resources available in Edivation—the new PD 360. Here are a few videos that highlight key practices for ELA and Math as well as several that support educators of any content or specialty area.

Elementary:

[Whole-Brain Teaching: Mirror – Elementary](#) (01:53)

[Group Work: Talking Chips – Elementary](#) (01:10)

[ELA - Class Discussion Practices – Elementary](#) (03:25)

Secondary:

[Formative Assessment: Whiteboards – Secondary](#) (01:09)

[Technology: Researching with Personal Devices – Secondary](#) (01:40)

Elementary full-class, strategy-rich segment:

[1st Grade: Research and Persuasion for a Classroom Pet](#) (14:02)

Secondary full-class, strategy-rich segment:

[7th Grade: Triangulation Using the Pythagorean Theorem](#) (10:22)

Accessing these videos is simple:

1. Go to CIITS (ciits.kyschools.us).
2. Enter your username and password.
3. Scroll down to the School Improvement Network section and click the Edivation logo (shown here).



Note: If nothing seems to happen when you click the logo, check your browser's pop-up blocker and disable it for the CIITS website. This will get you into Edivation.

4. Once you're logged in to CIITS, come back to this article and click the link to one of the videos listed above.

Questions about PGES?

You may send any questions regarding PGES to teacherleader@education.ky.gov. We will respond as quickly as possible!

Are you connected to KDE?

KDE has both a Facebook page and a Twitter feed. Subscribe to the KDE Twitter feed by connecting to [@KyDeptofEd](https://twitter.com/KyDeptofEd), or receive PGES related news by connecting with [@KyPGES](https://twitter.com/KyPGES). Use the hashtag #PGES4Me to join the conversation about educator effectiveness here in Kentucky! Access the KDE Facebook page [here](#) or by searching for “Kentucky Department of Education.”