



# Newsletter

February 26, 2014

## **Principal update**

### **Principal Effectiveness Steering Committee**

The Principal Effectiveness Steering Committee has proposed recommendations for Assistant Principals in the Principal Growth and Effectiveness System (PPGES) and forwarded these recommendations along with a proposed summative model to the Kentucky Board of Education for its review.

### **Pilot**

During the next few weeks a second site visit should occur. Superintendents/designees have completed or are in the process of completing mid-year reviews. These reviews focused on progress around Student Growth Goals, Working Condition Goals, Professional Growth Plans and Val-Ed results.

Districts have been granted some flexibility on when they administer the Val-Ed for the second time. To accommodate those that have missed numerous days due to the weather, districts now have until May 15 to complete the second administration of Val-Ed. Districts are no longer expected to complete the second Val-Ed administration within the original March window, although may still do so. It should be noted that districts are required to administer the Val-Ed twice during this year's PGES pilot.

### **PGES regulation 704 KAR 3:370**

During its February meeting, the Kentucky Board of Education reviewed the proposed regulation, 704 KAR3:370, Professional Growth and Effectiveness System (PGES), which would replace the current regulation governing evaluation of certified personnel. The KBE requested a work session prior to the second reading in April to deepen members' understanding of the student growth goals portion of the system.

In order to avoid operating two evaluation systems during the upcoming school year, districts may choose to revise their current certified evaluation plan to use the new PGES system for personnel decisions during the 2014-15 school year. Such a plan must be approved by the local board and the Kentucky Department of Education. The performance rating of Kentucky teachers will not be included in overall school and district accountability scores until the 2015-16 academic year.

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### **PGES Pilot and CEP Development for 2014-15**

A model certified evaluation plan is available to guide districts in the revision of their evaluation plan for the upcoming school year. The guidance in the model plan allows for areas of district flexibility for the 2014-15 school year. District decisions regarding these areas of flexibility do not change current practices within the PGES Pilot. It is important to note that all expectations of the pilot remain the same and are not impacted by the guidance in the model CEP nor district decisions for 2014-15.

For example, the model CEP allows districts to determine how many times the Val-Ed will be administered in upcoming years. The minimum is once every other year, in the year opposite the TELL Kentucky survey. This decision will go into effect once the CEP is approved. However, the decision identified in the 2014-15 CEP has no impact on the PGES pilot during which the Val-Ed must be administered twice.

Again, no decisions identified within the CEP change the current implementation of the PGES pilot.

### **Student Growth Goal setting now available to all teachers**

The Student Growth Goal (SGG) setting process in the Educator Development Suite (EDS) of CIITS – the Continuous Instructional Improvement Technology System -- is now available to all Kentucky teachers. Teachers may want to watch the [video](#), “Navigating the SGG Process in CIITS,” available at the KDE media portal, to help them with the process. Teachers and leaders can use the [Think and Plan Tool with Guiding Questions](#) to lead discussions in the planning of students’ growth goals.

In addition to the SGG setting process, supporting teachers (ECE, interventionist, Special Ed) are now included in the caseload management function and have access to the observation process. However, the features of Self Reflection and Professional Growth Plan require additional product development in order for all supporting teachers to have access. This need to expand functionality to all teachers is currently being addressed and will be available for the 2014-15 school year.

### **Administration of K-2 Student Voice Survey**

While KDE continues to seek feedback regarding the K-2 Student Voice Survey, pilot participants are not required to administer the K-2 Student Voice Survey as part of the 2013-14 PGES Pilot. Districts may choose to administer the K-2 survey and share their experiences through a brief survey available in the Student Voice Survey Toolkit. This feedback regarding the appropriateness of the instrument and administration protocols will inform next steps and guide decisions regarding administration of the K-2 Student Voice Survey in 2014-15. If your district wishes to participate in the K-2 Student Voice Survey please send an e-mail indicating your involvement to [teacherleader@education.ky.gov](mailto:teacherleader@education.ky.gov) with K-2 Student Voice Survey in the subject line.

### **Spotlight on Peer Observation in Marshall County**

Marshall County is one of six districts participating in the Peer Observation Research Grant sponsored by the Gates Foundation. Educators from Marshall County have just returned from visiting Memphis City Schools in Tennessee to fulfill a requirement of

the grant to visit and learn from surrounding states. Abby Griffy, Instructional Supervisor, shared her team's experience and acknowledged that she now believes that Peer Observation is the key to helping teachers increase their effectiveness.

"Memphis is very different than Marshall; they have almost 10,000 teachers and we have 400. The do-ability is easier on our scale. The way I see it, if they can, we can."

Marshall County is defining support structures and policies for the role of Peer Observer. After seeing the Memphis process, the district has made several important decisions.

"Marshall is going to have a rigorous application process, allow leave time, and pay a stipend," Griffy said. "We are going to sit down with people from Memphis and make [a plan that will] work for us."

Marshall County plans to support this effort with Title II funds, which Griffy said her district doesn't use for class size reduction anyway. "We will use ours to pay our peer observers' stipend and release time," she said.

### **Other Professionals Steering Committee and pilot plans**

Kentucky is adding a component to the Professional Growth and Effectiveness System for non-classroom educators such as counselors, social workers, psychologists, library media specialists, nurses, instructional specialists, and therapeutic therapists. The Other Professionals Growth and Effectiveness System (OPGES) is being developed under the guidance of a steering committee. This committee is charged with providing guidance on the design, development and deployment of the Professional Growth and Effectiveness System that addresses the unique roles of this group of educators.

Two subcommittees formed from the steering committee will make further recommendations regarding:

- *How the sources of evidence within PGES are used for educators who serve the entire school/district as well as those who have a designated caseload?*
- *Who will participate in the OPGES pilot?*
- *How will professional learning occur for those educators participating in the OPGES?*

A pilot for OPGES will occur in 2014-15 in order to gather feedback to inform the system. In 2015-16, all educators who fall under OPGES will participate in the statewide implementation.

### **PGES webcast**

The next PGES webcast is scheduled for 3 p.m. ET on Wednesday, March 26. The webcast will share updates on the Model CEP, the Student Growth Goal Setting process and frequently asked questions. The live webcast may be viewed via [mms://video1.education.ky.gov/encoder3a](https://video1.education.ky.gov/encoder3a). This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

**Resource: *Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands***

[\*Finding a New Way: Leveraging Teacher Leadership to Meet Unprecedented Demands\*](#)

by Rachel Curtis explains why systems pursue teacher leadership strategies and the importance of embedding that work in a specific vision of what the system seeks to achieve.

Broadly speaking, teacher leadership is defined as specific roles and responsibilities that recognize the talents of the most effective teachers, and deploy them in service of student learning, adult learning and collaboration, and school and system improvement.

The vision for teacher leadership and what it can facilitate may include any of the following:

- A culture of collaboration, shared accountability, and continuous improvement among adults;
- Greater capacity and commitment to differentiate instruction to meet students' needs;
- Recognition, through status and compensation, that excellent teachers can be on par with school leaders; and
- New ways of organizing and delivering instruction that increase the number of students highly effective teachers reach.

Through new forms of teacher leadership, students' learning and teachers' work experiences may be transformed. This requires a strategic approach integrating evaluation systems that differentiate teacher performance and prioritize growth and development.

*Finding a New Way* aligns to Component 4E (Growing and Developing Professionally) in the [\*Framework for Teaching\*](#).