



# Newsletter

February 12, 2014

## **Principal Update**

In many districts, winter weather has had an impact on scheduled events that are part of the Principal Professional Growth and Effectiveness System (PPGES). For example, if a superintendent has not completed the mid-year review, it is a priority to do so as soon as possible.

Concerning the schedule for the 2nd administration of the Val-Ed 360, districts now may set their own window for administration as long as the administration is completed by the end of May. The administration was originally scheduled for March as indicated on the Year-at-a-Glance calendar. Certainly, districts may stay with that schedule if they so choose, but now do have some flexibility. Districts will receive additional information on their options to administer of the Val-Ed 360 from the Kentucky Association of School Administrators/Kentucky Leadership Academy (KASA/KLA).

## **PGES Statewide Pilot Participant Web Collector Remains Open**

Due to the amount of time many districts have been out of school, the Web Collector will remain open until February 21 for districts to verify 2013-14 participation in the PGES Statewide Pilot. Districts must ensure those individuals who are currently participating in the PGES Pilot are correctly identified. If there have not been changes in the individuals participating who were entered in the web collector in August, no further action is required. If a district has changed who is participating in the pilot, the district must update the participant information in the Web Collector.

To complete this process use the following directions.

1. Go to the PGES Web Collector tool at <https://applications.education.ky.gov/login>.
2. Sign in on the Web Applications login page.
3. Once signed in, go to the PGES Participant Roster page.
4. Using the drop down menu, select your district.
5. Once your district appears, click on the district code to indicate any changes in personnel at the central office.
6. Click on each school to access those participating in the pilot.
7. Uncheck the individual who is no longer participating.
8. Check the person who is now participating in the pilot.

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### **Observations in the Model Certified Evaluation Plan**

Districts are beginning work on developing the Certified Evaluation Plan (CEP) and using the [model plan](#) provided by the Kentucky Department of Education (KDE). Districts have some options on observations. In the field test and pilot, districts could choose between a 3 and 1 or 2 and 2 model. Both of these options are included in the model plan. A third available option is district choice. This option has raised questions from the field.

While districts may choose how they complete four observations across the summative cycle, they must follow certain parameters according to the proposed regulation:

- Multiple observers must complete observations in the summative year. This means that the supervisor and the peer each completes at least one observation during the summative year.
- The supervisor's observation during that summative year must be a full lesson or full class observation.
- For a teacher on a one year cycle, all four observations must be completed during the year.
- For a teacher on a 3-year cycle, districts may opt to do more observations in the summative year, however, they cannot do fewer than the minimum number set forth in the proposed regulation.

### **Model CEP Regional Training Sessions**

Kentucky's educational cooperatives will host Certified Evaluation Plan (CEP) regional training sessions for district teams to support implementation of the PGES model plan. Each session will provide an in depth review and analysis of the district CEP decision-making process. Participants will also learn the components of the model plan, how current systems integrate into the plan, and expectations for the 50/50 committee.

The dates for the regional sessions are:

SESC – 2/12

KVEC – 2/13

OVEC – 2/19

NKEC – 2/24

WKEC- 2/24

CKEC – 2/26

KEDC – 3/3

GRREC – 3/6 & 3/7

Please contact your educational cooperative for the session location and additional information.

### **Preparing for the Student Voice Survey**

Teacher participants in the Student Voice Survey may be assigned in Infinite Campus from February 24-March 14. Regardless of when a district assigns teachers in Infinite Campus, the surveys will not be visible to students until the opening day of the Student Voice Survey window, March 19.

The Student Voice Survey Guidance Document, located in the [Student Voice Survey Toolkit](#), provides direction regarding this process. Technical guidance for assigning administrator permissions and teacher participants in Infinite Campus also is available in the “Administrative How-to” technical document in the toolkit. Documents in the Student Voice Survey toolkit will be updated by February 24 based on district feedback from the Student Voice Survey beta test.

### **PGES Webcast**

The next PGES webcast is scheduled for **3 p.m. ET on Wednesday, Feb. 26**. The webcast will share additional information about the upcoming Student Voice Survey and address frequently asked questions from the field. 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: *Pathway to Common Core Success* and *Core Learning: Assessing What Matters Most***

Two LumiBooks are available in [PD360 to help with Kentucky Core Academic Standards implementation](#). The first book is [Pathway to Common Core Success](#) by Lisa Leith. This LumiBook includes videos and provides guidance for educators who are transitioning to and sustaining a standards-based foundation for teaching and learning in the 21st century.

The second book is [Core Learning: Assessing What Matters Most](#) by Jay McTighe. This LumiBook includes great downloads and contains three main ideas:

- 1) Assessment should focus on the educational outcomes that matter most -- not just those things that are easiest to test and quantify.
- 2) Student motivation and quality of learning will be enhanced when subject matter is framed around authentic tasks.
- 3) Classroom assessments should be conceived and used primarily to provide ongoing feedback for improvement, not as the basis for grading.

*Pathway to Common Core Success* aligns to Component 1A (Demonstrating Knowledge of Content and Pedagogy) and *Core Learning: Assessing What Matters Most* aligns to Component 3D (Using Assessment in Instruction) in the [Framework for Teaching](#).