Newsletter

Principal update

Superintendents/designees should have completed mid-year reviews unless there has been a delay due to the winter weather. If your district has been out, please complete mid-year reviews at your first opportunity. At this time, a schedule should be developed for the second site visit with principals, avoiding spring semester conflicts such as ACT testing, Student Voice administration and statewide assessments.

Model Plan—50/50 Committee

As districts begin to revise their existing Certified Evaluation Plan to meet the assurances of the Professional Growth and Effectiveness System (PGES), several questions have been asked about the composition of the 50/50 evaluation committee.

Based on KRS 156.557 and 704 KAR 3:345 (Section 4), *all evaluations of certified school personnel below the level of the district superintendent shall be in writing on evaluation forms and under evaluation procedures developed by a committee composed of an equal number of teachers and administrators*.

While there is not explicit language in the regulation about how to select those teachers and administrators, the 50/50 evaluation committee should consist of teachers and administrators who will be able to develop evaluation procedures and forms for certified positions designed to foster professional growth and to support individual personnel decisions. Remember, the model Certified Evaluation Plan (CEP) is available as a guide to assist in making the appropriate decisions and revisions to your District CEP.

Preparing for the Student Voice Survey

Each student of a teacher participating in the Student Voice Survey should log into Infinite Campus with their username and password prior to February 15. Information regarding the technical process for completing this task is located in the Preparing Student Accounts for Student Survey document within the Student Voice Survey toolkit available on the Student Voice Survey webpage.

Please note: Due to technical requirements within Infinite Campus, it will not be possible to add additional teachers into the Student Voice Survey process until mid-

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February. More information regarding this process will be in the Feb. 12 PGES Newsletter.

The [Student Voice Survey Guidance Document](#) is the main resource districts and schools need to use to plan, prepare and administer the Student Voice Survey.   This document outlines necessary action items for all individuals involved in the process.

Remember, districts and schools need to identify a Student Voice Point of Contact to oversee the entire process.

Peer Observation research grant: teacher and peer communication
After the close of the second observation window, peer observers, teachers, and supervisors provided formal and informal feedback on conducting observations. Two of the three models researched utilize peers who do not work in the same school as the observed teacher. For some teachers and peers in those models, conducting pre- and post-conferences has been a challenge.

Educators rely on e-mail to communicate according to their availability, to minimize disruptions to the school day, and to document important correspondence. Although e-mail is an essential tool, the teacher and peer discovered that using it to conduct pre- and post-conferences caused interference with the peer observation process and decreased the likelihood of a peer providing helpful formative feedback to their teachers.

For the remainder of the grant, peers and teachers will conduct all pre- and post-conferences in person, through Lync, or by phone. This adjustment will enable the peer and teacher to develop rapport, build a collegial relationship, and benefit the teacher in providing timely, immediate feedback.

PGES eGuide released soon
The PGES eGuide will be released Feb. 3. As scaling work to implement PGES next school year continues, this guide will be particularly helpful to districts, schools, and educators. Page five outlines learning targets that offers educators the flexibility to self-direct their own learning or receive guided learning of PGES through their district and/or school.

Each chapter of the eGuide focuses in on specific learning targets, websites, documents, and lists with applicable hyperlinked resources. When a district needs its educators to have current PGES information, this document provides it.

The eGuide will also be a helpful resource when working through the Certified Evaluation Plan (CEP) with the district 50/50 committee. As questions arise about PGES, you will be able to access the eGuide and link to the most relevant sources.

Look for the PGES eGuide Feb. 3 on the PGES Headline News page. Download this document to your mobile device and you will always have the latest, most accurate, PGES information!

CIITS/EDS update—upcoming features and enhancements
The next Continuous Instructional Improvement Technology System (CIITS)/Educator Development Suite (EDS) product update is scheduled to be released on Feb. 14. The new features will include an enhanced observation form that will allow principals to share comments with teachers by standard or domain in the *Framework for Teaching*. Another new feature is the *add artifacts button*. This product enhancement will enable both the principal and teacher to link documents, images, and videos to the observation form. The new features and enhancements in CIITS/EDS will include training materials and Quick Reference Cards.

PGES webcast
The next PGES webcast is scheduled for **3 p.m. ET on Wednesday, Feb. 26**. The webcast will feature the new product enhancements in CIITS/EDS, 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. This webcast and all archived KDE webcasts can be found on the KDE Media Portal.

Resource: *How to Win Students Over-- Segment 7: The Law of Least Intervention*
The video series, *How to Win Students Over,* provides strategies and techniques for effective classroom management and diffusing power struggles with students. Segment 7 of the video series, *The Law of Least Intervention*, demonstrates how a teacher may use this strategy to manage minor classroom disruptions without interrupting the learning environment. This practice aligns to Component 2D, Managing Student Behavior, in the *Framework for Teaching.* This video series and other instructional resources can be found in PD360.