



# Newsletter

March 12, 2014

## **Principal update**

Below are the recommendations for assistant principals in the Principal Professional Growth and Effectiveness System (PPGES). The Principal Effectiveness Steering Committee approved the recommendations. They next go to the Kentucky Board of Education for review.

The recommendations state that assistant principals will:

- be evaluated annually by the principal
- complete Self-Reflection each year
- complete a Professional Growth Plan each year
- be rated on the Principal Performance Standards by the principal each year
- participate in a Mid-Year Review each year
- adopt the Student Growth Goals of the principal and work with the principal to achieve the goals
- inherit the Working Conditions Goal(s) (WCG) of the principal and work the principal to achieve the goal(s) – (Districts/principals may allow the assistant principal to develop another in addition to WCG if so desired.); and
- use the same summative model as the PPGES which incorporates Professional Practice and Student Growth. However, assistant principals will not complete Val-Ed.

Additional information about the PPGES is located on the [webpage](#).

## **Model CEP Submission Process**

As districts work with their 50/50 committee to develop their Certified Evaluation Plan (CEP), there have been several questions around guidance and the submission process. Soon, the Kentucky Department of Education (KDE) will release tools that will help districts develop and strengthen the quality of their CEP. A Regulation Alignment Checklist, which is currently in development, will guide districts through the requirements of the new PPGES regulation. This document is very similar to what districts have worked with in the past.

The Working on the Work (WOW) document will allow districts to conduct a self-assessment on each of the assurances that require a district decision and need to be addressed in the local CEP. It will help districts prepare to present to their local board

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of education and to KDE. Board members also may use this tool to assess the quality of the assurances. A flowchart that illustrates the submission process will be released this week.

Collectively, these tools will help districts develop their CEP and gain approval in time for PGES to be used for personnel decisions.

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

The Student Voice Survey window is March 19 – April 2. To prepare for survey administration, it is necessary to complete specific tasks in Infinite Campus and make scheduling decisions.

All teachers who will participate in the Student Voice Survey must be assigned the appropriate survey (K-2, 3-5 or 6-12) in Infinite Campus prior to Friday, March 14 . These teachers will be associated with a group of students based on their assignment to course sections. Students then will receive surveys about the teacher during the Student Voice Survey period.

Prior to the survey period, building administrators may review teacher assignments in Infinite Campus and review the number of students who will receive the survey for teacher. Procedures for generating these reports are located in the Technical How-To: Administrator document found in the Student Voice Toolkit.

Based on the district decision, the principal or building point of contact will determine which of the teacher's specific classes/sections will complete the Student Voice Survey. Building administrators will determine the schedule to administer the surveys. Teacher and Student "how-to" documents that support administering the survey are located in the [Student Voice Survey toolkit](#). A [short video](#) is available for students to familiarize them with the process prior to taking the survey.

### **Updated Framework for Teaching Now Available**

The latest version of The Kentucky Framework for Teaching (FfT) is here! The Kentucky Department of Education has removed Student Growth as a domain in the framework. All other domains remain unchanged. The latest version of the FfT is ready for download or printing [here](#).

Student Growth remains a vital component of the Professional Growth and Effectiveness System (PGES). Principals consider Student Growth as part of the teachers' evaluation ratings in their summative year. Teachers and principals will complete a Student Growth Goal (SGG) each year. SGGs are used to guide educators in the development of the Professional Growth Plan. A well-designed SGG also informs the choice of professional learning by connecting the improvement of practice to the outcome of student growth.

### **PGES Webcast**

The next monthly PGES webcast webcast scheduled for **3 p.m. ET on Wednesday, March 26**. The webcast provides timely information about the PGES statewide pilot implementation process.

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: Peer Guidance for Student Misconceptions**

In this Common Core360 video, [Peer Guidance for Student Misconceptions](#), Ms. Shannon Washburn, a 4th grade teacher, engages her class in peer guidance for student misconceptions. Students defend or argue each other's point-of-view. The children are encouraged to both explain and demonstrate their reasoning to the class. This interaction of students connects to Component 3B - Questioning and Discussion Techniques and Component 3D - Using Assessment in Instruction in the [Framework for Teaching](#).

