



PGES Newsletter

May 22, 2014

PPGES update

The PGES pilot is nearing an end. Summative ratings have been entered for teachers, and it is now time to enter summative ratings for principals who have participated in the PPGES pilot. These summative ratings will be recorded in EDS. A Quick Reference Card exists to help with the process which you can access by clicking [here](#). A [short video](#) to clarify the process used only for this year's pilot is also available. Please ensure that all superintendents or designees have completed this process by June 15.

PGES Simulcast this July

The Kentucky Department of Education has heard district requests for training on PGES and we will deliver! This July, KDE will offer a cost-free PGES orientation simulcast to multiple locations throughout the state. The simulcast will jump start full implementation of PGES. Be on the lookout for more details about this exciting opportunity coming soon!

PGES webpages easier to navigate starting June 1

Starting June 1, visitors to the PGES webpages will have a more streamlined experience. The PGES main page will contain links to many sub sites including: TPGES, PPGES, OPGES and others. Each sub site will house multiple pages with more information about the primary topic of the page. The new structure will enable users to easily navigate the site. To aide in this process, a map of the webpages structure will be provided. Many of the resources on the current pages will still be available, but may move to another location. The PGES main page will still be accessible using the PGES logo link on the Kentucky Department of Education homepage as well as the Teachers/Leaders drop down menu. PLEASE NOTE: all bookmarked or linked PGES pages will need to be updated as of June 1.

Results of Student Voice survey in CIITS/EDS

Districts that completed PGES Student Voice surveys before April 25 can now review results in CIITS/EDS. Watch the [Accessing Student Voice Survey Results](#) video located on the Student Voice Survey webpage for specific information regarding accessing survey results.

CIITS/EDS school year rollover – Self-Reflection and Professional Growth Planning (PGP) data entry

Self-Reflection and PGP are an important part of the continuous improvement model inherent in the Professional Growth and Effectiveness System (PGES). Teachers engage in professional learning activities to grow their expertise in the different domains of the Framework for Teaching and engage in self-reflection throughout the school year. Teachers should use the tools in the Educator Development Suite (EDS) in CIITS to record and track these experiences.

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Teachers may complete an offline [self-reflection activity](#) prior to entering information in the self-reflection tool in EDS. This activity is located on the [Self-Reflection and Professional Growth Planning webpage](#) and can be completed at any time. However, data entered into the online Self-Reflection tool is specific to the school year in which it is entered.

The CIITS school year rollover from the current 2013-14 school year to the upcoming 2014-15 school year is scheduled to take place during the week of June 23-27. Once that is complete, all data from the 2013-14 school year can be accessed as read only and therefore, cannot be edited. In addition, CIITS/EDS version 16.0 will be released during this time with updated features in both the Self-Reflection and Professional Growth Planning tool.

Therefore it is recommended that teachers wait to begin adding information to their self-reflection and PGP for the 2014-15 school year until after July 7 when the CIITS rollover to the next school year will be complete

Title II and the support of PGES

Title II, Part A funds are provided to districts to increase student academic achievement through strategies such as improving teacher and principal effectiveness and increasing the number of effective teachers in the classroom and effective administrators in schools. Districts must ensure professional learning paid with Title II, Part A funds is aligned with needs identified through the Consolidated School Improvement Plan (CSIP) and/or the Consolidated District Improvement Plan (CDIP), the TELL KY survey, and student assessments. Title II must also be evaluated for effectiveness of implementation.

The KDE recently made an inquiry with the U.S. Department of Education regarding the use of Title II, Part A funds to support the Professional Growth and Effectiveness System. Normally, the use of federal funds to support a state requirement would be considered supplanting. However, since the statute was enacted as a result of the flexibility granted to Kentucky for NCLB, this is an allowable expenditure for Title II, Part A.

Therefore, districts may use Title II, Part A funds to pay for principal certification, calibration and recertification (Teachscape). Although funds can be used for principal certification through Teachscape, they cannot be used to cover the costs of the Val-Ed 360 survey.

Schools and/or districts may also choose to pay peer observers a stipend or bonus using Title II funds to be a peer observer. Additionally, Title II can be used to help with the cost of substitutes to cover release time for observations. However, funds may not be used to pay the peer observer additional time to input data which would be part of their regular peer observer work. This should be addressed in the school and/or district policy.

Title II funds may be used to support professional learning opportunities that improve teacher and leader effectiveness. Some other related costs, such as travel, may be allowable; Districts can contact their KDE Title II consultant to assist in the determination. A listing of the KDE consultants by district, as well as additional guidance and resources for the use of Title II, Part A funds, can be found at on the

[KDE Title II, Part A webpage](#). Or, contact Jennifer Baker, Branch Manager for Diversification and Equity, at (502) 564-1479 ext. 4501

OPGES update

All districts are asked to have at least one qualified person in each of the OPGES categories participate in the pilot. Categories include: Library Media Specialist, School Guidance Counselor, School Psychologist, Therapeutic specialist – Speech Language Pathologist and school level Instructional Specialists. The participating professionals need to be EPSB certified, tenured, and not in their summative year (with the exception of guidance counselors). More information about OPGES is available on the new [OPGES webpage](#).

Resource: Summative Evaluation Process for Teachers Prezi

This edition's resource is a practical tool that will help districts visually explain how the major components of the Professional Growth and Effectiveness System come together to determine an educator's overall performance category. It is a quick and easy overview and provides an introduction to how the system works. Click [here](#) to view the Prezi.

