

Newsletter

September 6, 2013

[PGES Peer Observer Training Module READY](#)

The Peer Observer Training Module was released Thursday, Sep. 5. This self-paced module prepares teachers to become effective peer observers in Kentucky's PGES.

Teachers will take a pre-assessment to begin the module to determine their level of understanding of the Kentucky Framework for Teaching. This is essential knowledge for a peer observer and the experiences within the online-learning course. The remaining online experience consists of three modules. Each contains video showcasing the peer observation cycle as demonstrated by Kentucky teachers Melissa Plank and Uriah Albrink. Additional footage from Kentucky classrooms and peer-observation experts provides a foundation in the observation process, practice sessions that sharpen observation skills and additional resources to expand one's professional learning. Journaling and reflection opportunities, along with an assessment, are included in each module. Once completed, the module may be referenced again later.

Teachers who have already registered for the August section within the Educator Development Suite (EDS) in CIITS need to cancel their registration and register for the September section. Registering for the module in the Continuous Instructional Improvement Technology System (CIITS) will ensure that it populates your PD Profile when completed.

Once you are logged into CIITS, hover over the EDS tab, choose PD search, then online courses, then type in "Peer Observer Training Module" or scroll to the second page and click on the title. Register for the month in which you would like to complete the module. For questions regarding peer observation or the registration process, please contact Christine Boatwright at christine.boatwright@education.ky.gov.

[Maintaining Confidentiality of Peer Observation Data in EDS](#)

Peer observations are formative and should be used to refine practice for improved student learning outcomes. A peer may create a caseload within EDS to schedule observations, record observation evidence and align it with the Framework for Teaching. This information then can be shared with the teacher.

In CIITS, access to observation data is dependent upon the status of the observation(s). Due to the current functionality of the system, the observation(s) must remain in DRAFT status to maintain the confidentiality of the peer observer's

In This Issue:

[PGES Peer Observer Training Module READY](#)

[Maintaining Confidentiality of Peer Observation Data in EDS](#)

[KDE PGES Technical Assistance Document](#)

[Developing Student Growth Goals](#)

[Principal Professional Growth and Effectiveness System \(PPGES\)](#)

[PGES Webcasts](#)

[RESOURCE: Getting Ready for Classroom Observation](#)

PGES Quick Links

[PGES Headline News](#)

[PGES Professional Learning](#)

report.

Observations can have the following status:

1. in progress – an observation that is “in progress” is viewable by the OBSERVER only
2. draft – an observation that is in “draft” is viewable by the OBSERVER and the TEACHER only
3. complete

An observation that has been “submitted as final” will have a “complete” status. Once an observation is complete, the results **may be viewed by anyone who has permission to view TEACHER EFFECTIVENESS information for that school**, as well as the teacher who was observed. Currently, this permission to view TEACHER EFFECTIVENESS information is **provided only to users with a default role of LEADERSHIP**.

[KDE PGES Technical Assistance Document](#)

The Kentucky Department of Education (KDE) is committed to providing technical assistance to schools and districts throughout the implementation of the statewide pilot. The attached document demonstrates ways teachers, principals and district leadership can obtain just-in-time support. The technical assistance options are designed to meet the diverse needs of districts at varying times of implementation.

[Developing Student Growth Goals](#)

Analyzing beginning-of-the-year data and various sources of evidence of student learning is a common activity for teachers in September. Teachers consider the content, skills and processes students need to develop and master. One of the next steps is to review the sources of evidence to establish the baseline data of students’ current level of achievement. These activities are contained within the processes necessary to develop a student growth goal. Attached is a resource document that references the process teachers should use to develop the student growth goal based on SMART (specific, measurable, attainable, rigorous/realistic and time bound) criteria. Collaboration with the principal is key to finalize the goal and determine professional learning opportunities to support teaching and learning for students to attain the goal.

[Principal Professional Growth and Effectiveness System \(PPGES\)](#)

Principals should be thinking about the components of the PPGES and looking for connections between the TPGES and PPGES. The process for the principal is not a part of EDS. In addition, principals should:

- complete PPGES PD 360 module
- complete self-reflection – form available at [PPGES website](#)
- develop a professional growth goal (PGG) and student growth goal (SGG) in collaboration with the superintendent
- consider involvement in Kentucky Leadership Academy (KLA) to support fidelity of implementation throughout the year

The PD 360 module for the PPGES will provide an overview of the expectations and processes of the system. It also will expose you to the *Draft Handbook* for PPGES as well. The module can be completed individually, as a group learning experience or incorporated into a PLC. The link below will lead you to the PPGES page on the KDE website and give you directions for registering for the module.

There are additional resources available at the site as well.

<http://education.ky.gov/teachers/HQT/Pages/PPGES-Principal-Professional-Growth-and-Effectiveness-System.aspx>.

KLA will provide principals with “just-in-time” support throughout the statewide pilot. Both the Northern Kentucky and the Bluegrass cadres have begun with more than 180 participants. You can register at www.kasa.org/subsite/dist/page/kentucky-leadership-academy-64.

PGES Webcasts

The August webcast featured specific information on how to begin implementing the PGES pilot. It contained helpful tips on how teachers can enter their self-reflection and professional growth plans into EDS. It addressed questions from the field regarding placement of student growth goals within EDS, observations, peer observations and other beginning-of-the-year topics. This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

The **next PGES webcast is scheduled for 3 p.m. ET Wednesday, Sept. 25**. This webcast will focus on implementation topics that relate to the Year-at-a-Glance calendars. Frequently asked questions from the field will be answered. Live KDE webcasts are broadcast from the same link, which can be accessed [here](#).

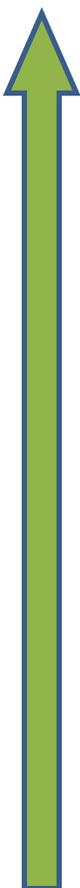
RESOURCE: Getting Ready For Classroom Observations

In this issue, *Foundations of Observation*, www.metproject.org/downloads/MET-ETS_Foundations_of_Observation.pdf, provides guidance on the elements of observer training and assessment that can produce accurate and reliable results for teachers. This policy and practice brief was published in June 2013 by the Measures of Effective Teaching (MET) Project through the Bill & Melinda Gates Foundation.

Kentucky Department of Education Professional Growth and Effectiveness System

Techni

Intensive



TA Delivery Option	Description	Advantages
In-Person Advisory	<ul style="list-style-type: none"> Experts provide TA on a one-on one basis to DISTRICTs, usually focused on overcoming a barrier or using a tool. Effectiveness Coach PGES Regional Consultant 	<ul style="list-style-type: none"> Provides knowledge tailored to the district Enables dialogue with TA provider and gives opportunity for hands-on-learning
PGES Office Hours, Hotline, Mailbox	<ul style="list-style-type: none"> Staff answer district questions via phone, e-mail, or online chat to explore a narrow technical area or concern 	<ul style="list-style-type: none"> Elevate high priority questions or issues quickly for response Cost-effective and timely method to provide one-on-one TA
Leadership Networks, District exchange	<ul style="list-style-type: none"> Group convenings to problem solve implementation activities and learn within and across districts ISLN, KLA, COOPs, Learn from field test participants 	<ul style="list-style-type: none"> Supports collaboration across districts in order to share ideas and lessons learned Helps districts learn how peers overcame similar barriers implementing new practices Builds relationships among districts and connects staff with similar responsibilities
Guidance	<ul style="list-style-type: none"> Documents, fact sheets, and supplementary components (e.g., implementation guides, toolkits) designed to assist districts/schools in PGES implementation activities 	<ul style="list-style-type: none"> Conveys information necessary for implementation Provides detailed step-by-step guidance and tools for DISTRICTs Synthesizes best practices
Online learning communities	<ul style="list-style-type: none"> Within PD360 and KLA technology platform Establish by region networks with similar needs, find resources, post resources for comment, and post questions and answers in collaborative environment 	<ul style="list-style-type: none"> Facilitate relationships Promote mutual support, problem solving and encouragement to sustain change Allows for feedback about products and services for continuous improvement
Webcasts, Internet, and KDE PGES website	<ul style="list-style-type: none"> Website posts provide guidance and resources for PGES implementation PGES and ISN webcast series Leverages the internet to allow for simultaneous view of material; participation is moderated 	<ul style="list-style-type: none"> Delivers TA cost effectively

***Think and Plan* Guidance for Developing Student Growth Goals**

- ✓ **Identify the context of the class, including student population.**
- ✓ **Identify the essential/enduring skills, concepts, and processes for your content area.**
What essential, or enduring, skills, concepts, and processes for your content area will your goal target?
- ✓ **Decide on sources of evidence for your baseline data.**
What sources of evidence will you use to establish your baseline data and measure student growth?
- ✓ **Identify the interval of instructional.**
How long is the interval of instruction (i.e. trimester, semester, one school year, etc.)?
- ✓ **Specify the expected growth and proficiency.**
How much gain do you expect students to make with the growth target? (Keep in mind the growth goal should challenge students to exceed typical expectations.)

What is your proficiency target? (What percentage of students will meet or exceed that target?)
- ✓ **Write your student growth goal statement that meets the SMART criteria.**
- ✓ **Explain the rationale for the goal?**
Why have you chosen this student growth goal?
- ✓ **Determine professional learning (PL) needed.**
Do I need PL in order to support my students in attaining this goal?

If Yes, does my PGP reflect the support I will need to meet this goal?
- ✓ **Decide on the instructional strategies for goal attainment.**
What, specifically, will you do instructionally, to assure your students make gains projected in your student growth goal?

How will you monitor student's progress toward goal attainment?