



PGES Newsletter

PGES POC/Superintendent/Principal Edition

September 9, 2015

On August 6 the Kentucky Board of Education met in Frankfort and one of the items on the agenda was the summative ratings collected using Kentucky's Professional Growth and Effectiveness System (PGES).

In response to the data presented, Dr. Holiday stated:

“What we know is that our numbers are pretty reflective of what we are seeing nationwide. But we are concerned about the distribution. How can most teachers be rated high, yet only 50 percent of our students are performing at the highest levels?”

Commissioner Holiday went on to remind the board that the system is designed to promote professional growth among educators.

“We shouldn't focus on the label; we should focus on the feedback and how teachers can use it to grow and improve,” Holliday said. “That will take a shift in culture.”

In an effort to improve implementation of the system and increase its effectiveness, in the upcoming year the Kentucky Department of Education will provide more support for principals to provide high quality feedback to teachers, work to build capacity for use of the system in districts and increase the flexibility of the technology platform used for PGES.

Ultimately, the board voted not to include educator effectiveness as a specific measure in accountability, but to report the aggregate data publicly by district and state. The board will revisit the issue next year.

To view the full press release, click [here](#).

Completing self-reflection in EDS -- REMINDER

If a district requires entry of self-reflections in the Educator Development Suite (EDS), educators **should not hit submit until it is determined that the entire self-reflection cycle is complete**. In the case of accidental submissions, the educator can upload additional reflections as artifacts to his or her professional growth plan in EDS.

There is only one window to enter self-reflection. Educators and principals may enter reflections and add additional reflections throughout the year by keeping the status of the self-reflection ***In Progress***. The evaluator will see the status as ***In Progress*** but not be able to view the contents. Once the individual has completed all self-reflections for the year, the educator will click the ***Submit Final*** button. The evaluator will see the status ***Submitted*** and can view the contents. Once this occurs, the educator will not be

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able to modify the entry. There is not an option to create additional self-reflection windows.

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Self-reflection and the professional growth plan

The self-reflection and the professional growth plan process are evidences that reflect the domains and characteristics within the Framework for Teaching (FfT). The informative measures are designed to shape best practices and support student achievement. The FfT provides structure and descriptors for continuous improvement through individual goals that target student and professional growth, thus supporting overall school improvement.

VAL-ED 360°

The VAL-ED 360° is an assessment that provides feedback on a principal's learning-centered behaviors by using input from the principal, his/her supervisor and teachers. All teachers will participate in this required category of evidence at least once every two years in the school year during which the TELL Kentucky Survey is not administered.

VAL-ED 360° provides data used to determine a principal's overall rating. This evidence is considered alongside of professional growth planning and self-reflection, site-visits, the working conditions goal, and state and local student growth goal data to determine to what degree principals respond to or apply additional supports and resources designed to promote student learning. The use of professional judgment in considering these evidences gives evaluators the flexibility to account for a wide variety of factors related to individual principal performance.

Districts are responsible for purchasing a VAL-ED license directly through Discovery Education. Each principal using VAL-ED will need an individual license. Each license is good for one full year and includes two survey administrations.

Purchasing and other information about VAL-ED 360° is available [here](#) and by contacting Sandy Carruthers at (704) 811-2471 or at sandy_carruthers@discovery.com.

PGG data to be distributed to districts

Professional growth goal (PGG) data extracts for all districts from the 2014-15 full implementation of PGES were sent to districts the week of Aug. 24-28. The extract was e-mailed to the professional development coordinator (PDC) and the PGES point of contact (POC).

The extract has the following characteristics:

- 1) No personally identifiable information is included.
- 2) The professional growth goal is listed exactly as it was entered in EDS and approved.
- 3) The list is grouped based upon the domain and component to which the goal is aligned.
- 4) All school leadership goals are listed exactly as they were entered in EDS and approved.

Consider the following questions when reviewing the data:

- Who are the designers of professional learning at the district and school level that must consider this data?
- To which domains and components did teachers align their PGGs most frequently?

- Did the district provide learning in these areas of self-identified need? Should it plan to do so?
- Do needs identified in the Consolidated District Improvement Plan (CDIP) align to the needs identified in the PGGs?
- What kind of guidance can be provided to school leaders to increase individualization of learning for teachers?
- Are the PGGs written in ways that are achievable yet challenging? Are misconceptions apparent?
- How can districts use the Kentucky Professional Learning Standards to support teachers in achieving their PGG?
- How might connections be made to established [state-led systems and initiatives](#) focused on increasing teacher and leader effectiveness?

For questions, please contact Christine.Meisberger@education.ky.gov, Todd.Davis@education.ky.gov, or call (502) 564-1479.

PGES webpages are being brought *In Focus*

In keeping with the theme *In Focus Together*, many PGES webpages have been updated and refreshed. All resources are still available but have been combined with other relevant material. To access the video tutorial and guidance, click [here](#).

PGES student growth page

The PGES student growth page is updated and now includes interactive graphics and combined resources. All steps of the student growth process are now located within a single [interactive graphic](#). Please visit the PGES student growth [webpage](#) to learn more.

Teacher Recruitment and Retention for Educational Excellence (TRREE) in Kentucky

The Teacher Recruitment and Retention for Educational Excellence (Project TRREE) initiative uses an innovative approach for recruiting teachers into fields such as special education, mathematics, science and elementary/secondary education. By focusing on career pathway exploration activities for middle and high school students and the utilization of the Individualized Learning Plan (ILP), an early identification teacher recruitment pipeline was created with the goal of increasing the teacher workforce in Kentucky.

Project TRREE sponsors activities throughout the year including Saturday college/career-readiness sessions and summer teacher recruitment leadership academies for students in grades 6-12. College and university professors from teacher preparation programs in Kentucky hold and attend quarterly meetings.

During the 2015 summer teacher recruitment leadership academies at Eastern Kentucky University and at Western Kentucky University, students stayed on campus and attended various sessions throughout the week with a focus on teambuilding, communicating, leadership, careers in teaching, cultural competency, résumé building and college preparation. P-12 teachers and administrators, university faculty and staff, and community leaders conducted the sessions.

For more information about Project TRREE, please contact renee.scott@education.ky.gov.

Point of contact updates:

With a new school year and new staff, it is time to update the district PGES Point of Contact (POC) list. Please send the name of your current PGES POC to Zack.Marinelli@education.ky.gov. Please notify KDE of changes that occur during the year. POCs should forward any appropriate PGES information to teachers, administration or the appropriate contacts. Items sent to the POC include monthly newsletters, PGES updates and resources and items related to diversification, professional learning, recruitment and retention, Title II, equity and teacher leadership needed by the districts.

Preparing for Student Voice (SV)

Student voice survey implementation procedures are expected to change for 2015-16. District SV POCs will receive information regarding the dates for a single implementation window. That communication also will include information regarding:

- directions, guidance, and support for implementing the survey outside of IC
- revised support documents comprising the student voice toolkit
- guidance in opening and closing district identified SV windows
- support protocols for Infinite Campus and paper/pencil implementation

All changes to implementation require coordination in communication, technology support, and planning between administration and the SV survey point-of-contact.

To support the effective implementation of the survey, the Kentucky Department of Education is revising guidance and making updates to resources for use by districts. All information will be distributed to SV POCs and other appropriate audiences as soon as it is available.

For questions regarding student voice, please submit them to Joyce.Richards@education.ky.gov.

Upcoming webcasts

- *PGES Webcast – Thursday, October 15th at 9:30 a.m. ET.*

To watch the above webcast live please use the following link:

<mms://video1.education.ky.gov/encoder3a>. Please note this link *does not work* with iOS devices.

The following link *does* work with iOS devices:

<http://mediaportal.education.ky.gov/watch-live/>.

All webcasts are archived and accessible on the [Archived PGES Newsletters and Webcasts](#) page.