



Newsletter

October 16, 2013

Principals Update

In October, principals will be engaged in activities focused on receiving and providing feedback. Principals can collect feedback on their practice through the Val-Ed survey. New resources to support Val-Ed administration have been posted on KDE's Principal Professional Growth and Effectiveness System (PPGES) [Web page](#).

October Focus – PPGES

The principal, teachers and superintendent (or designee who is evaluating the principal) will take the Val-Ed survey during October. The regional Val-Ed training for districts provided information on purchasing, accessing materials and administering the survey. For districts that were unable to attend, the PowerPoint (with notes) used in the training has been posted to the PPGES [web page](#). Two voice-over presentations address the Val-Ed administration and the Val-Ed results interpretation.

Principals should be working on goal-setting. They are to complete Student Growth Goals based on the Comprehensive School Improvement Plan (CSIP) goals in the Adaptive System of School Improvement Support Tools (ASSIST). Secondly, principals are completing a Working Conditions Goal based on [TELL KY](#) results. Both of these processes inform the development and completion of the Principal's Professional Growth Plan (PGP). Other data principals wish to consider for their own professional growth should be included in their PGP.

October Focus – TPGES

The first observation window closes October 31, therefore principals or peer observers will be completing the first round of observations within the coming weeks. During the post-conference, principals should support teachers with specific and meaningful feedback about evidence from the observation. Principals should recommend specific professional learning opportunities from within the observation tool connecting teachers with aligned PD 360 resources. Matching professional learning opportunities to teacher needs based on observable data is a primary goal within the system.

The [Year-at-a-Glance](#) calendar provides a monthly guide for activities in both the Teacher Professional Growth and Effectiveness System (TPGES) and Principal Professional Growth and Effectiveness System (PPGES).

Completing Observations in CIITS

The power of observations is the opportunity it provides teachers to make intentional changes in their professional practice and to encourage continuous professional

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growth. To diminish the amount of paperwork and time required, principals and peer observers should use the tools and resources within CIITS/EDS to plan and communicate with teachers regarding observations. Observers can record and align evidence to the Framework for Teaching within the Educator Development Suite (EDS). Access to observation notes, results and reports within EDS are accessible by both the observer and/or the observed, depending on the status of the observation.

Observation status:

- 1. In Progress** An observation that is “in progress” is viewable by the **observer** only.
- 2. Draft** An observation that is in “draft” makes the aligned evidence (not the scripting notes) viewable by the **observer** and the **teacher** only.
- 3. Complete** An observation that has been “submitted as final” will have a status of “complete.” Once an observation is marked “complete,” the results can be viewed by individuals who have the Leadership role within that school, the person conducting the observation and the teacher who was observed.

Peer observations are to be left in **Draft** status to ensure the feedback is used for formative purposes only (accessible only to the teacher and the peer observer). Principal observations should be saved and submitted as complete. The superintendent and those with District Leadership rights at the district office can run a report to determine the status of observations within each school. The [Monitoring District Observation Progress](#) quick reference card (QRC) provides step-by-step directions to run this report. Additional resources for implementing PGES are available through [CIITS PGES Training Opportunities](#).

PGES eGuide and Communications Toolkit

A [Communications Toolkit](#) is available for communicating messages about PGES to teachers, parents and the community. (Since the publication of this document using PGES within the accountability model has been delayed until 2015-16.) This tool and the soon to be released PGES eGuide are designed to support implementing the statewide pilot. The clickable Table of Contents in the PGES eGuide will enable users to easily access individual sections. Hyperlinked text connects users to information and materials useful for implementation. The eGuide is designed to be updated frequently with additional resources to assist with implementing specific areas of the system such as Student Growth Goals, Professional Growth Plans and Student Voice. An updated version of the eGuide specifically for online formats and mobile devices will be available by spring.

Connected Educator Month – PGES Connections

Get connected! There are multiple ways for Kentucky educators to connect to information and others implementing the PGES statewide pilot.

This month, take advantage of opportunities to connect with other educators around the PGES work.

- **Lync** – Ask questions and participate in discussions during **PGES Office Hours**. Have a question about PGES? Need an answer in real time? Stop by and ask effectiveness coaches and PGES consultants about Principal PGES or Teacher PGES topics. Consultants are available from 3:30-5:30 p.m. EST on Tuesdays and Thursdays. Feel free to [stop by](#) any time during those hours. To learn more about

Lync, visit the [Lync Meeting Page](#).

- **PGES Mailbox** – Share questions, request information or get support at teacherleader@education.ky.gov.
- **Twitter** – Share your experiences and learn about others PGES experiences via Twitter at #KyPGES.
- **PD 360** – Join the [KY PGES group](#) and the [KY Peer Observers group](#) in PD360.

Kentucky Leadership Networks: Building Capacity for PGES

Intentional and widespread sharing of information related to the Professional Growth and Effectiveness System (PGES) is critical as Kentucky continues implementing the 2013-14 PGES pilot. Strong support systems become increasingly important to building capacity at district and school levels. One of the strongest means of assistance for district/school PGES capacity building is through Kentucky's system of Leadership Networks. These networks ensure equal opportunity for all school districts to acquire PGES information that is delivered by trained KDE/cooperative field experts. Networks provide assistance as all educators develop understanding of Kentucky's Core Academic Standards and their implications for instruction and assessment.

The networks create a professional learning community for content and administrative leaders. This community increases the potential to build the capacity of every member to identify and implement highly effective teaching, learning and assessment practices to make PGES a powerful tool for school improvement.

Attendance at every regional network meeting will ensure district leadership teams are keeping abreast of relevant and timely PGES information. The team should attend, participate and share information from regional network meetings to maximize available resources. In addition, the district team needs to develop an intentional plan to share and implement PGES across the district. This systemic plan should include how schools and districts will support teachers' development of content knowledge and skills as a critical component of continuous improvement.

Consider the following questions to maximize the effectiveness of district teams and the use of the network:

- Is a district supervisor attending and regularly monitoring attendance at network meetings? Was your district represented at the last content and Instructional Support Leadership Network (ISLN) meetings?
- What happens after each network meeting? Is there a process in place for sharing and disseminating the information broadly?
- Is the district sharing PGES information with all teachers or only the teachers in this year's pilot? Is there a scaling-up plan?
- What avenues does your district have in place for sharing information?

PGES Webcasts

Tune in to the next PGES webcast scheduled for **3 p.m. ET on Wednesday, October 23**. This webcast will include a focus on building capacity for implementing PGES. Educators from Trigg County, including Superintendent Travis Hamby, will share how one district is implementing the statewide pilot and connecting district initiatives to PGES. The webcast also will address frequently asked questions from the field.

Live webcasts can be viewed by clicking on this link:

[mms://video1.education.ky.gov/encoder3a](https://video1.education.ky.gov/encoder3a). All archived KDE webcasts can be found on the [KDE Media Portal](#).

Resource: Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning

[*Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning*](#) introduces an approach for creating a coherent plan for improving instruction based on three transformative education reforms: implementation of the Common Core State Standards for student learning; new standards-based teacher evaluation systems; and job-embedded professional learning designs. The American Institutes of Research published this special issues brief in September 2013.

