

PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM FAQ

PGES PARTICIPATION

Q: Do all teachers have to participate in PGES for the 2014-15 school year?

A: Yes. All teachers must implement all components of evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals) starting in 2014-15.

Q: What is required of teachers in their summative year?

A: The summative year requires a tenured teacher to have a minimum of one Principal and a peer observation in addition to implementing all other sources of evidence. A non-tenured teacher requires a minimum of 3 principal observations and the peer observation as well as all other sources of evidence.

Q: What is required of tenured teachers that are not in their summative year?

A: For the 2014-15 school year, tenured teachers not in their summative year are required to implement all sources of evidence for TPGES (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals). An observation may occur but is dependent upon the model that the district chooses to implement. Tenured teachers not in their summative year **will not** receive a rating.

Q: What are the mandatory activities for ALL teachers to complete in CIITS?

A: All Self-Reflection, PGP's, Student Growth Goals, and Observations must be in CIITS for all teachers. Additionally all teachers will administer student voice surveys in 2014-15. These results will be displayed in CIITS.

CERTIFIED EVALUATION PROCESS

Q: Once the 50/50 committee has completed a draft, will there be a way to have a review prior to submission to our board of education?

A: KDE has released a Working on the Work (WOW) document located on the KDE website that will allow districts to complete a self-assessment and determine the quality of the Certified Evaluation Plan (CEP). The reflection using the WOW document will help the districts as they prepare to present the CEP to the local BOE for approval. School board members may also use this WOW document to provide clarity of the assurances in the CEP.

Q: If a district approves all of PGES for the CEP, can the results be used to make personnel decisions?

A: Yes. Once the CEP is approved by the district and KDE, personnel decisions will be made via the plan.

Q: What observations are required for tenured teachers in their summative year for 2014-15?

A: At a minimum, teachers in their summative year in 2014-15, shall have a peer observation and a full observation by their primary evaluator.

Q: Can a school district legally change the schedule of summative evaluations in a school in an effort to balance the work load?

A: Yes. However, if a person is scheduled to be in their summative year, that person **cannot** be skipped to change the schedule.

Q: Must all non-tenured teachers have a summative evaluation which includes 4 observations and all other sources of evidence each year?

A: Yes. All non-tenured teachers must have four observations annually in addition to implementing all sources of evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals).

Q: Are tenured teachers, not on their summative year, exempt from implementation next year?

A: No. All teachers must implement all sources of evidence (Self-Reflection, Professional Growth Planning, Student Voice, Student Growth Goals) starting in 2014-15.

Q: If a district chooses not to use PGES for personnel decisions in 2014-15, what exactly do we have to keep from our old evaluation system?

A: If you are choosing to run 2 systems, the current evaluation plan would be used for personnel decisions. However, ALL teachers (excluding Other Professionals) would still have to participate in all components of PGES.

Q: How can a district avoid a dual system with Other Professionals* next year since it is a pilot year?

A: Unless the district is in the pilot, the district should include their current evaluation plans for Other Professionals in the CEP.

* "Other professionals" mean certified school personnel and does not include teachers, administrators, assistant principals, or principals.

Q: Should all evaluation documents from CIITS be included in the CEP for approval or is it enough to say they will be accessed through CIITS?

A: All evaluation documents in CIITS do not need to be included with the CEP.

Q: If a district is making changes to the CEP for 2014-15, when in May does it have to be submitted to KDE?

A: There is no set date for the CEP to be submitted in May. However, keep in mind that during the approval process, edit may be needed that could require district approval. Districts should plan for the possibility of edits and submit early enough to accommodate any changes to be approved prior to July 1, 2014. KDE will soon release a flowchart that demonstrates the approval process. The Working on the Work Document mentioned in earlier items of this FAQ can be used to help districts determine areas where edits might be necessary in advance of submission.

OBSERVATION

Q: Are four observations required for every teacher, each year?

A: Four observations are only required every year for non-tenured teachers. Tenured teachers should receive a minimum of four observations over the summative cycle. The peer and a full observation, by the primary evaluator, are required during the summative year. The other observations are a district decision and should be outlined in the CEP.

Q: If a district chooses option A (3 & 1), can the district conduct additional observations on a teacher if needed?

A: This is a district decision. If a district chooses to allow additional observations, the language should be added to the CEP. This is in the proposed regulation as well.

Q: What is the difference between a formal and full observation?

A: Full observation is defined as a full class or lesson that is observed. A formal observation is conducted by a certified observer for the purpose of evaluation.

Q: Do mini observations have to be announced?

A: Mini observations do not have to be announced. However, the observer must be visible and the teacher must be aware an observation is occurring.

Q: Do full observations have to be announced?

A: Formal observations do not have to be announced. However, the observer must be visible and the teacher must be aware an observation is occurring. The impact this will have on pre-conferencing should be considered. If a district chooses unannounced formal observations, language should be included in the CEP. Inherent in the concept of an effectiveness system is collaboration and continuous improvement. Such a concept should encourage open communication around how the process will work in individual buildings and the district to grow effective teachers and school leaders.

Q: Is there a place in CIITS to record pre and post conferences?

A: The structure of pre and post conferences is a district decision. However, forms may be attached/shared in CIITS.

Q: How will principals recalibrate/recertify for their observation evaluation skills?

A: Recalibration will occur during the second and third year of observer certification and will utilize the state-approved evaluator training platform – Teachscape. Districts may select a Teachscape product for each observer if they so choose. Districts may consider the use of Title 2 funds to support calibration of evaluators.

Recertification will occur after the third year of certification and/or recertification. Recertification will be completed using the state-approved evaluator training platform – Teachscape. Recertification is similar to initial certification. A Teachscape license provides access to training and it is encouraged that participants complete the training prior to taking the assessment. The assessment is neither as lengthy nor as expensive as initial certification. Districts may consider the use of Title 2 funds for certification and/or recertification.

Q: Does the same principal have to do all principal observations for a teacher?

A: Yes, the same primary evaluator will need to complete the 3 observations. Assistant Principals may serve as the primary evaluator of a teacher.

PEER OBSERVATIONS

Q: Is there a requirement on when the peer observation should take place?

A: Yes, peer observations must occur in the summative year prior to full formal observation.

Q: Are there guidelines for the number of peer observers a school should have?

A: This is a district decision. Some districts are selecting all teachers as peer observers. Others are selecting a smaller cadre.

Q: What are the recommended criteria for a peer observer? Tenured? Master's Degree?

A: This is a district decision. However, the peer observers should be an instructional colleague at the school level.

Q: Will peer observers be required to retrain each year?

A: No, the peer observation training is good for 3 years.

Q: Can a principal see the date that a peer observation took place in CIITS?

A: Yes. This information can be found in the Observation Progress report. However, specific observation data from the peer is not accessible to the principal.

SELF-REFLECTION & PROFESSIONAL GROWTH PLANNING

Q: Does KDE suggest requiring self-reflection and professional growth goals at the end of the school year or the beginning of next year?

A: Districts (50/50 committee) have the option to choose beginning or ending of the year. Districts are encouraged to think about the connection between Student Growth Goals and the Professional Growth Plan.

Q: Could teachers start their PGP in May/June and then complete it in the Fall?

A: Yes. This is a district decision and the related language should be reflected in the CEP.

Q: If the district focus is reading, can the 50/50 committee determine that every teacher's professional growth goal be a reading goal?

A: The 50/50 committee is not responsible for setting any goals for teachers or mandating the type of goal. Teacher professional growth plans should be specific to the need of the teacher. SBDM councils and instructional leadership may still set priorities for school improvement and school goals aligned with district and state goals. For the purpose of PGES, every teacher's professional growth goal is teacher specific.

Q: When should a district have teachers create PGPs?

A: This is a district decision based on their approach to professional learning.

Q: Can districts determine and create reflection windows in CIITS?

A: Districts cannot create windows in CIITS. They can define the observation schedule in the CEP but it will not be in CIITS.

Q: Would teachers only benefit from completing the "Initial Reflection on Practice" form once? Or could it be used to refocus every year?

A: Districts can make this choice and use reflection as much as they would like.

Q: Where should self-reflections be recorded?

A: Self-reflections should be recorded in CIITS.

Q: Does the initial self-reflection roll over from year-to-year in CIITS?

A: Yes. Data from CIITS will be available from past years.

STUDENT GROWTH GOALS

Q: The PGP is "set" after it is entered. Will this be the same for SGG set by teachers?

A: Once the Student Growth Goal is set, the goal is set. Strategies and activities can be modified, but the goal must remain unchanged until the next school year. Certainly if the goal is met mid year, exceeding the goal is encouraged.

Q: Should Student Growth Goals be written as SMART goals?

A: The proposed regulation states that “Student growth goal” means a goal focused on learning, that is specific, appropriate, realistic, and time-bound (SMART), that is developed collaboratively and agreed upon by the evaluatee and evaluator, and that uses local formative growth measures.

Q: Are there any samples of a holistic growth rubric?

A: In response to requests from the field, a sample created by the Effectiveness Coaches has been added in the Model CEP appendix and work is continuing around growth in the Commonwealth and across the nation.

Q: If you are using Measures of Academic Progress (MAP) and the scores come back in May, how can you meet the timelines of the evaluation plan?

A: MAP is only one measure. Multiple measures should be used in determining student growth.

Q: What teachers are required to have both Student Growth Percentiles and Local Student Growth Goals?

A: Only teachers in tested grades and subjects (grades 4-8, reading and math) will receive a state contribution for student growth. This contribution is provided by the state in the form of Student Growth Percentiles. All teachers will have a local contribution for student growth. As stated earlier, the Student Growth Percentile is another data point to help determine growth.

Q: How are Student Growth Percentiles and Local Student Growth Goals weighted?

A: Given that student growth is not mathematically weighted in the system, the state contribution, Student Growth Percentile (SGP), simply serves as an additional data point for principals to consider when applying professional judgment to a teacher’s overall growth rating. Additionally, as the Certified Evaluation Plan (CEP) 3.0 notes, districts may identify and utilize other measures of student learning.

Q: How do districts address rigor and comparability to ensure consistency across the state for local student growth goals?

A: The local contribution to student growth is a measure designed to account for the situated complexities of teaching and learning. Student Growth Goals provide a common framework for measuring growth for all teachers, including those in non-tested grades and subjects. Student Growth Goals incentivize the positive practices of setting empirically-based goals for each student (or class), monitoring progress over time, and assessing the degree to which students met the intended outcomes. Additionally, Student Growth Goals allow the instructional sensitivity of assessment to be enhanced by relying on exercises and scoring criteria linked directly to the teacher’s own specific instructional targets (bound, of course, by the Kentucky Core Academic Standards).

The essential conditions for successful implementation are:

- clearly defined academic standards – Kentucky Core Academic Standards
- professional development focused on assessment literacy – Kentucky has leveraged and promoted assessment literacy practices, including formative assessment and Classroom Assessment for Student Learning (Rick Stiggins) for over eight years, and most recently, instructional leadership networks have focused on assessment literacy in content specific areas and standards implementation
- verification of student growth goal quality (see below)
- professional learning for administrators – in addition to the above professional learning, KLA has focused on building principal capacity to support teachers through coaching and effective feedback... this includes assessment of student growth goal rigor and quality.

Rigor and Comparability are determined by the degree to which

- *The student growth goal is congruent with Kentucky Core Academic Standards and appropriate for the grade level and content area for which it was developed.*
- *The student growth goal represents or encompasses an enduring skill, process, understanding, or concept that students are expected to master by taking a particular course (or courses) in school.*
- *The student growth goal will allow high- and low-achieving students to adequately demonstrate their knowledge.*
- *The student growth goal provides access and opportunity for all students, including students with disabilities, ELLs, and gifted/talented students.*

To fulfill the criteria of measuring student growth at the local level, a protocol must be established to ensure rigorous and comparable growth measures used for all teachers. This protocol must be articulated in the district's Certified Evaluation Plan. There are three options from which districts may choose to ensure rigor and comparability of student growth goals:

- *A commonly applied rubric used to assess the rigor and quality of a goal (KDE is currently developing a model rubric for districts to consider)*
- *A commonly applied peer-review and/or jury process*
- *Other – District-determined*

KDE will approve or deny district Certified Evaluation Plans based, in part, on the assurances articulated in the plan.

STUDENT VOICE

Q: Is the student voice survey given on every teacher each year?

A: Yes, Student Voice is given for every teacher each year.

Q: Can teachers administer the student voice survey?

A: Teachers can give the student voice survey in the same instructional presence when administering K-PREP. If administered in this setting, teachers need to be mindful and cognizant of student freedom to respond without adults hovering.

Q: Can we use iPads for Student Voice?

A: We cannot assure that data provided via iPads/iPhones will be supported.

Q: When and where are the student voice survey results shared?

A: Student Voice Survey results can be found in EDS. Teachers only have access to their data. Principals have access to teachers they supervisor.

PPGES

Q: Guidance mentions the 6 Principal Performance Standards, but all year we have worked with 7?

A: Student Growth has been separated to stand alone. The 7th standard of the Principal Performance Standard was Student Growth.

Q: Must a principal be evaluated by the superintendent, or can the superintendent designate an evaluator from qualified central office administrators?

A: The principal may be evaluated by the superintendent or immediate supervisor.

Q: Who is responsible for evaluating the assistant principal?

A: The assistant principal will be evaluated by the principal.

Q: How many student growth goals must a principal have?

A: There are two: a state goal based on Next Generation Learner (NGL) trajectories & a local goal based on school need.

Q: Does an assistant principal have to create 2 student growth goals?

A: The assistant principal can inherit and work on the same student growth goals as the principal.

Q: Do we have to give Val-Ed?

A: Val-Ed is the currently approved perception survey. Val-Ed should be completed at least once every two years in the year TELL KY is not administered. Districts may choose to give Val-Ed more frequently, but they must meet the minimum expectation.

Q: Is PPGES optional for the 2014-15 school year?

A: PPGES will be fully implemented with all principals and assistant principals during the 2014-15 school year. Districts will determine if PPGES will be used in personnel decisions based on their CEP submissions.

Q: Is TELL KY a required piece of PPGES

A: TELL KY provides feedback on working conditions in a school. That feedback is used by the principal in collaboration with the superintendent/designee to develop a 2-year Working Conditions Goal. Other data and information may be considered may also be considered in development of the Working Conditions Goal.

Q: Since principals are evaluated every year, is this an error (use 3 years of data)?

A: No. A new or relatively new principal might not have three years of student data. But over time they will have trend data. The three years of data is to see change over time with the principal. For example in year 1 the principal may have had low growth, year two would might have been expected growth and year 3 might have been high growth. As with teachers you will need to establish decision rules for determining overall growth.

Q: Can the principals develop one Student Growth Goal - if it is a gap population and the identified state goal is a gap population? Or if there is no gap population identified in the state goal there must be one for the local?

A: Principals must have a State and a Local SGG. If the state goal addresses gap and the local goal also address that same gap and need, the two goals might be very similar. Keep in mind that the local goal is dependent upon a review of relevant data and has an establish baseline. A major difference might be the measures. We know that the state goal is measured by the Kentucky Assessment. Your local goal will have a local baseline and local measure built in for mid-year review of progress. The action plans would probably be the same. An example of a difference could be that the local goal has local measures. The goals can strongly parallel if data reflects a similar need. As you work your plan you are using strategies that impact both plans.

Q: Can the same rubric be use to measure Student Growth Goals and Working Conditions Goal?

A: While the idea is the same, your SGG is based on the High, Expected, and Low Scale your WCG informs the practice and should be built on the Performance Scale (Ineffective, Developing, Accomplished, and Exemplary).

Q: Do rigor and Comparability apply to principal goals and how might they be addressed?

A: Yes. They are being addressed when the superintendent/designee collaborates on the goal and reviews relevant school and state data. They are assured throughout the process as the two engage in conferencing throughout the year. Districts are at liberty to develop assurances for rigor/comparability as they are with teachers.