ISLN Agenda

Oct.17, 2013

Introduction-Debbie
Practices Sort Activity-Debbie/Terry
The Innovative Combination of the Three Dimensions of NGSS-Terry
Break-Out Sessions
    NGSS Shifts-Terry
    Peer Observations-Debbie/Mike
    Feedback Around Student Growth-Becky/Kelly
Immersion Activity
Guest Speaker-Mike Stacy, Woodford County Schools

T-1

Next Generation Science Standards "Shifts"

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the Framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

		Shifts in Science Instruction
Shift 1	**Interconnected Nature of Science and the Real World**	Given the importance of science and engineering in the 21st century, students require a sense of contextual understanding with regard to scientific knowledge, how it is acquired and applied, and how science is connected through a series of concepts that help further our understanding of the world around us. Student performance expectations have to include a student's ability to apply a practice to content knowledge. Performance expectations thereby focus on understanding and application as opposed to memorization of facts devoid of context.
Shift 2	**Focus and Coherence**	The same ideas or details are not covered each year. Rather, a progression of knowledge occurs from grade band to grade band that gives students the opportunity to learn more complex material, leading to an overall understanding of science by the end of high school. Historically, science education was taught as a set of disjointed and isolated facts. The Framework and the NGSS provide a more coherent progression aimed at overall scientific literacy with instruction focused on a smaller set of ideas and an eye on what the student should have already learned and what they will learn at the next level.
Shift 3	**Deeper Understanding**	It is important that teachers and curriculum/assessment developers understand that the focus is on the core ideas—not necessarily the facts that are associated with them. The facts and details are important evidence, but not the sole focus of instruction.
Shift 4	**Science and Engineering**	Engineering and technology are integrated into the structure of science education. This integration is achieved by raising engineering design to the same level as scientific inquiry in classroom instruction when teaching science disciplines at all levels and by giving the core ideas of engineering and technology the same status as those in other major science disciplines.
Shift 5	**College, Career, and Citizenship Readiness**	There is no doubt that science and science education are central to the lives of all Americans. Never before has our world been so complex and science knowledge so critical to making sense of it all. When comprehending current events, choosing and using technology, or making informed decisions about one's healthcare, understanding science is key. Science is also at the heart of the United States' ability to continue to innovate, lead, and create the jobs of the future. All students, no matter what their future education and career path, must have a solid K–12 science education in order to be prepared for college, careers, and citizenship.
Shift 6	**Alignment to the Common Core**	The science standards and the Common Core Standards (math and ELA/ Literacy) overlap in meaningful and substantive ways and offer an opportunity to give all students equitable access to learning standards.

Source: *Next Generation Science Standards* APPENDIX A – Conceptual Shifts in the Next Generation Science Standards

PPGES Pilot Cycle

"Talking Points"

Phase One-August-October

"It's the principal of the thing!"

- The PPGES cycle begins with the principal reflection on the standards in the Kentucky Professional Growth and Effectiveness system.
- The principal reflections on other relevant data sources including Teacher SGG, survey results (Kentucky Tell and VAL-Ed Alternating Years), prior feedback, student achievement data, nonacademic data, etc.
- The principal and superintendent engage in a beginning of the year conference where;
    a) The principal in collaboration, with the superintendent/designee develops three goals
        1. The Student Growth Goal (SGG) -September to September
        2. The TELL Kentucky Working Conditions Goal (WCG) Two Year Goal
        3. The Professional Growth Plan Goal (PGP)
    b) The principal in collaboration with superintendent develop the Student Growth, Working Conditions Goal, and Professional Growth Plans.
- The Principal begins implementation of plans.
- Principal, Teachers, and Superintendent /Designee participate in the initial VAL-ED Survey.

Phase Two-October-December

"Everything rises and falls with leadership"

- The Superintendent/Designee schedules and conducts the first PPGES Observation/Site Visit. Site visits ranges from watching how principals interact with others, to observing programs and shadowing and should include an interview/discussion of how the principal is progress toward meeting the standards.

- Superintendent/Designee conducts a mid-year conference (review) to review progress on SGG, WC, and PGP plans. The goal is for the superintendent to provide systemic feedback. Using the PPGES multiple data sources, the superintendent will complete the Principal Mid-year Performance Review. The Superintendent Schedules the next observation/site visit.

Phase Three-January-March

"Some people make things happen, some watch things happen, while others wonder what happened"

- Principal implements plans and engages in on going self-refection about progress toward meeting goal and the strategies that support those goals. Strategies may be modified or changed but the goal must not be altered.
- Principal, Teachers, and Superintendent/Designee participate in the second VAL-Ed Survey.
- Superintendent conducts a second Site-Visit.

Phase Four-March-May

"Don't lower your expectations to meet your performance. Raise your level of performance to meet your expectations. Expect the best of yourself, and then do what is necessary to make it a reality. Ralph Marson quotes

- The Superintendent/Designee Conducts the End-of –Year Review. This mirrors the Mid-Year Review.

Note:

The principal may submit documentation to the superintendent to the superintendent/designee particularly during the End-of Year review to document progress made toward reaching the identified goals.

Final decisions about summative rating have not yet been made.

Analyze Data That Could Impact PRINCIPAL GOALS

1. STUDENT GROWTH

2. TELL WORKING CONDITIONS

3. PROFFESSIONAL GROWTH PLAN

Data Sources for Principals

Surveys	• Provide information about perceptions of job performance • Include *VAL-ED* or *TELL Kentucky* and additional surveys as desired • Part of *Reflective Practice and Professional Growth Planning Template*
Self-Reflection	• Reveals principals' perceptions of their job performance • Principals share self-reflection with supervisors • Part of *Reflective Practice and Professional Growth Planning Template*
Professional Growth Plan	• Helps translate growth needs into practical activities and experiences • Professional goals developed collaboratively with evaluator • Part of *Reflective Practice and Professional Growth Planning Template*
Observations/ School Site Visits	• Ranges from watching how principals interact with others, to observing programs and shadowing • Should include formal interview or less structured discussion of job • Two per year; minimum duration of one hour
Working Condition Goal	• Principals are responsible for setting a 2-year Working Conditions Growth Goal that is based on the most recent TELL Kentucky Survey
Goal Setting for Student Growth	• Principal student growth goals are comprised of a state and local contribution from their school CSIP. • Evaluator and principal review and agree on local goal trajectory for the year.

PPGES Goals: Three Goals-One Destination

Determining Need: (Reflection on Standards/Reflection on Survey Results)

- Initial Self Reflection on Standards identified Performance Standard 1: Instructional Leadership as a potential standard of growth. Analysis of TELL Results farther identified Standard 1.5 (Collaboration) as a target for growth.

Additional data sources:

- Teacher Student Growth Plans
- Teacher PGP
- Student academic data (formative and summative)
- Most current principal evaluation feedback

Principal Student Growth Goal Sample (Taken form School Report Card Delivery Targets)

By September of 2014 I will increase the Middle School Middle School will increase the average reading and math K-PREP scores from 65% to 70%.

WORKING CONDITION GOAL SAMPLE

***Analysis of the TELL Survey Questions reveal:**

2013 TELL QUESTION AGREEMENT

7.1d. 39% Agree-The school leadership consistently supports teachers.

7.1f. 43% Agree-The school leadership facilitates using data to improve student learning.

8.1e 37% Agree-Professional development is differentiated to meet the needs of individual teachers.

Questions 7.1d, 7.lf and 8.1e align with Principal Performance Standard 1.5

Works collaboratively with staff to identify student needs and to design, revise, and monitor instruction to ensure effective delivery of the required curriculum.

Working Conditions Goal: Sample
Between May 2013 and May 2015 I will become more adept at working collaboratively with my staff to identify student instructional need and provide teacher support to meet that need, particularly in the area of teacher differentiated professional development. My success will be measured by a minimum agreement on TELL Question 8.1e of 65%.
TELL SURVEY Question Agreement Rubric

Ineffective	Developing	Accomplished	Exemplary
36% or lower	37%-64%	65%-75%	76% or Higher
36 or Lower	37%-64%	65%-75%	76% or Higher

PRINCIPAL PGP Goal designed to support both the SGG and the Working Condition Goal.

Principal PGP Goal Sample:
My 2013/14 goal as determined through analysis of TELL data is to more effectively collaborate with teachers to help identify student instructional need and to provide the necessary support my teachers need to different instruction. By May 2013 I will have (1) Engaged staff in reflective analysis of multiple student achievement and related data sources to determine individual student and school wide needs, (2) led a minimum of 4 PLC meetings which focus on examining student work to determine need, (3) Met with each individual teacher to examine differentiated professional learning needs. Goal attainment will be determined by a minimum average agreement that reflect a 10% increase on TELL Questions 7.1d, 7.1f, and 8.1e. This survey will be conducted by a lead teacher using Survey Monkey.

D/M-6

Continuous Instructional Improvement Technology System

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Peer Observers: Classroom Observation Quick Reference Card

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CIITS: Classroom Observation

Using the online Classroom Observation Form, peer observers collect evidence on multiple criteria to provide teachers with valuable feedback on classroom performance. The form is preformatted with the framework for observing teacher performance.

Start an Observation

To start an observation:

1. Roll your cursor over Educator Development on the navigation bar and click **Dashboard.**

2. In the **Tools and Reports** box on the right, click **My Observation Caseload**.

3. Next to the name of the teacher to be observed, click **New Observation.**

4. Select from the following observation types:

   - Full – Typically this is a formal, full-lesson observation.
   - Partial – Select this option if you are conducting a "Mini Observation". This is a shorter observation lasting 20-30 minutes.
   - Walkthrough – An even shorter and less formal observation. (not being used for field test)

5. Select an observation date.

6. Enter any notes or list evidence from the observation in the scripting notes column on the left side of the form. These scripting notes are for your use and are saved with the form but are not visible to anyone else unless copied to another section of the form.

   The scripting notes section will not appear on a teacher's draft or final observation.

7. Enter comments next to each component on the observation form. Comments may be copied from the scripting notes section – at which point the copied notes will become visible when the form is shared. Comments may also be copied from another program, such as a word processing program, and pasted directly into the observation form.

   The form saves automatically every 60 seconds, indicated by a "Last saved" confirmation message at the top of the form.

(continued)

Save or Share an Observation

Choose from the following options:

- "Save progress" – Saves the form as In Progress at any time but does not share it with other users. Exiting the form or navigating elsewhere in the site will automatically mark the form as In Progress.
- "Share draft with teacher" – Saves the form and shares it with the teacher being observed. An email notification will be sent to the teacher, and a confirmation sent to you. You may edit this observation form again from your caseload until you are satisfied with it.

Return to an Observation

You may make changes to the observation before it is submitted as final:

1. Navigate to the My Observation Caseload page
2. Click the date of the observation and edit its contents

You may then choose from the following options:

- "Save progress" – see above
- "Share draft with teacher" – see above
- "Share updated draft" – This saves the form and if the form has already been shared with the teacher being observed, alerts them that the draft has been modified. Another email notification will be sent. This can be done unlimited times until you have submitted the observation as final.

Complete an Observation

When an observation is complete, choose:

- "Submit final" – Submits your final observation to the teacher, the principal(s), and administrators. Note that after you click "Submit final" you will not be able to make any further changes to your observation.

Continuous Instructional Improvement Technology System

CIITS: Completing Self Reflections Quick Reference Card

Self-reflection is a process by which teachers assess the effectiveness of their instructional planning, lesson implementation, content knowledge, beliefs, and dispositions for the purpose of self-improvement. When teachers use data to reflect on what worked, what did not work, and what types of changes they might make to be more successful, the likelihood of knowing how to improve increases dramatically. Evidence suggests that self-reflection is a critical component of the evaluation process. (Airason & Gullickson, 2006; Tucker, Stronge, & Gareis, 2002).

The goal of self-reflection is to improve teaching and learning through ongoing thinking on how professional practices impact student and teacher learning. The attainment of this goal is facilitated through the development of a professional growth plan that either develops or hones professional practices and leadership skills.

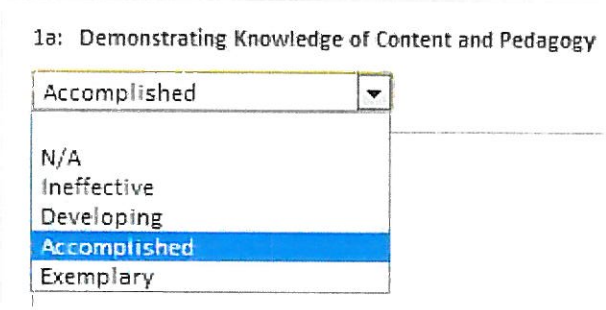
CIITS: Completing Self Reflections

To access Self Reflections:

1. From the Educator Development menu, click **Self-Reflection**

Teachers that are not the Primary teacher assigned to a section in Infinite Campus will not have access to Self-Reflections in CIITS until January 2014.

2. As a self-assessment, select a rating for each of the Danielson components.



3. For each self-assessment, you can provide a rationale or explanation support your rating.

*It is important to **SAVE** your work as you complete your self-reflection. As a security measure, CIITS will log you off after 60 minutes of inactivity. Clicking the "save" button frequently will prevent your work from being lost.*

4. While your Self Reflection is "In Progress" you will be able to make edits.

5. To submit your self-reflection for Principal review, click **Submit Final**

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Continuous Instructional Improvement Technology System

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Searching for PD360 Video Resources Quick Reference Card

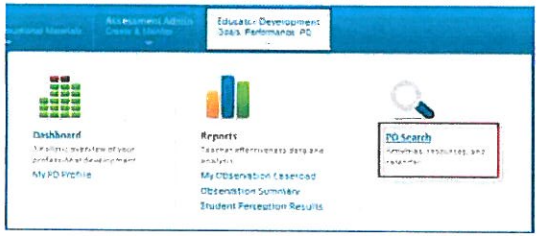
CIITS: Searching for PD360 Video Resources Within the Educator Development Module

The CIITS PD Resource library contains more than 1,900 research-based videos on more than 125 topics from the PD360 video library. The videos feature nationally recognized experts, presenters and researchers as well as thousands of real teachers in actual classrooms using the best practices proven to increase achievement.

PD360 Video Resources are currently available to PGES Field Test participants only.

To search for a PD360 video resource:

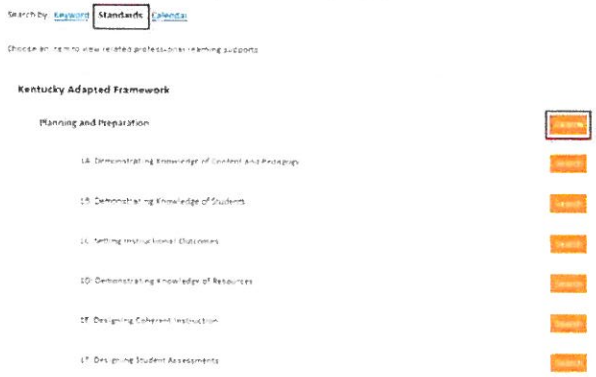
1. Roll your cursor over Educator Development on the navigation bar and click **PD Search**



2. Search for PD. You can search for PD Video Resources 3 different ways:
   I. General Search:
      - Leave search field blank and click search. This search result will display ALL video resources that have been loaded

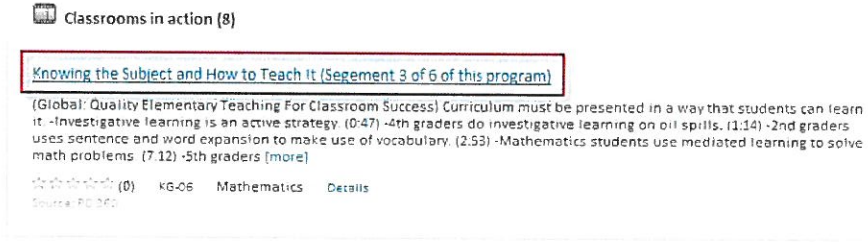
   II. Search by Keyword
      - Examples include: PD 360, Math, Assessment for Learning, English Language Arts, ESOL, Science, Technology, Special Education, Learner-Focused Instruction, Music, Relationships, etc.

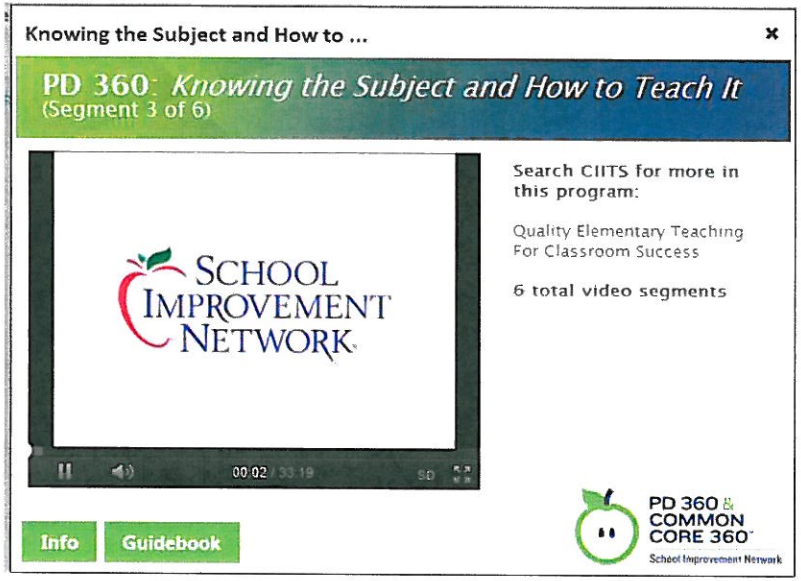
   III. Search by Standards. You can search at the Domain and Component level.



Searching for PD360 Video Resources

3. Launch a video by clicking on your search result.





Component	Possible Observables
2A - Creating an Environment of Respect and Rapport	
2B - Establishing a Culture for Learning	
2C - Managing Classroom Procedures	
2D - Managing Student Behavior	
2E - Organizing Physical Space	
3A - Communicating with students	
3B - Questioning and Discussion Techniques	
3C - Engaging Students in Learning	
3D - Using Assessment in Instruction	
3E - Demonstrating Flexibility and Responsiveness	

D/M-12

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Professional Growth Effectiveness System
Implementation Plan
2013 – 2015

PCBOE: 4/2013

D|M-13

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Pike County Schools
Professional Growth Effectiveness System Implementation Plan
2013 - 2015

Date	Time - Location	Activity - Audience	Presenter
Feb. 7, 2013 Feb 25, 2013	9:00 AM (HS) 2:00 PM (EL/MS)	Head Principals Only Evaluation Training for Administrative Evaluations – with overview of PPGES	SJ Heise
Mar 29, 2013		District Declaration of Intent to Adopt deadline for submission – completed by Supt designee	
Apr 4, 2013	9:00 – Noon BOE	**ALL** School Administrators District Administrators receive Overview of **both PPGES and TPGES**	KVEC – Abbie Combs
April – May, 2013		Supervisors CIITS – EDS Practice – Assignment of PD roles in CIITS	
June 5 -6, 2013	2 days 9:00 – 3:30 PM	**ALL** School Administrators District Administrators receive PGES Certification Training	KVEC – Abbie Combs
May – June, 2013	TBD	**Pike Co Supervisors receive training on delivery of TPGES**	KVEC – Abbie Combs
July, 2013	TBD	**TPGES Phase I** - Pilot School Teachers Training 1. Framework 2. Student Growth	Pike Co Supervisors
July 31, 2013	Hazard	KVEC Growth and Effectiveness Summit on **PPGES** Superintendent/Designee(s)	KVEC – Abbie Combs
August 1, 2013		**All Pilot Principals** (12) complete proficiency exam	
Aug 30, 2013		All Pilot School Teachers **Student Growth Goal Setting** to be completed by this date	
Sept, 2013	TBD	**TPGES Phase II** – Pilot School Teachers Training on PGES 1. Professional Growth Plan 2. Peer Observations 3. Principal Observations	Pike Co Supervisors
Sept, 2013	TBD	**PPGES Phase I** –Pilot Principals PGES and EDS in CIITS Training 1. Professional Growth Plan (Survey Analysis) 2. Student Growth Goal	Supt - Designee(s)
Oct 1, 2013		All Pilot Principal – **PGP** to be completed by this date	
Oct 30, 2013		All Pilot Principal – **Student Growth Goal** completed	
Oct – Nov, 2013	Varied	All Pilot School Teacher – 2 Observations(Principal and Peer)	Principal - Peer
Oct – Nov, 2013	Varied	All Pilot Principal – 1 Observations/Site Visit	Supt - Designee(s)

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Pike County Schools
Professional Growth Effectiveness System Implementation Plan
2013 - 2015

Date	Time - Location	Activity - Audience	Person Responsible
Jan, 2014	TBD	**TPGES Phase III** – All Pilot School Teachers Training 1. Survey Analysis - Utilization	Pike Co Supervisors
Jan, 2014		Request for Ad-Hoc District Committee for revision of Board Policies - Pilot school involvement	CIO/Supervisor
Jan 30, 2014		All Pilot School Teacher – **Mid-year Formative evaluation** to be completed by this date **(review student growth goal, PGP and documentation)**	Principal
Jan 30, 2014		All Pilot Principal – **Mid-year Formative evaluation** to be completed by this date **(review student growth goal, PGP and documentation)**	Supt - Designee(s)
Feb - Mar, 2014	Varied	**All Pilot School Teacher** – 2 Observations(Principal and Peer)	Principal - Peer
Feb- Mar, 2014	Varied	**All Pilot Principal** – 1 Observation/Site Visit	Supt - Designee(s)
Mar, 2014	TBD	TELL, VAL-Ed Surveys administered (Principals) Student Voice Survey (Teachers)	Supervisors monitor and communicate
Mar, 2014	TBD 3 hours	**TPGES Phase IV** – Area Training for **ALL non- pilot school Teachers** 1. Overview of TPGES and CIITS - EDS	Pike Co Supervisors
May 1, 2014* (No later than last week of school)		**All Pilot School Teachers – Summative evaluation** to be completed **(review student growth goal, PGP and documentation)**	Principal
May 1, 2014 * (No later than last week of school)		**All Pilot Principal – Summative evaluation** to be completed **(review student growth goal, PGP and documentation)**	Supt - Designee(s)
Aug, 2014	TBD 3 hours	**TPGES Phase V** – Area Training for non- pilot school Teachers 1. Framework 2. Student Growth Goals	Pike Co Supervisors Pilot Teachers
Aug 30, 2014		**Non- pilot school Teachers Student Growth Goal** completed	
Sept, 2014	TBD 3 hours	**TPGES Phase VI** – non - pilot school Teachers Training 1. Professional Growth Plan 2. Peer Observations 3. Principal Observations	Pike Co Supervisors Pilot Teachers
Oct 1, 2014		All Principal – **PGP** completed	
Oct 30, 2014		All Principal – **Student Growth Goal** completed	
Oct – Nov, 2014	Varied	All Teacher – 2 Observations (Principal and Peer conducted observations)	Principal - Peer
Oct – Nov, 2014	Varied	All Principal – 1 Observations/Site Visit	Supt - Designee(s)

Pike County Schools
Professional Growth Effectiveness System Implementation Plan
2013 - 2015

Date	Time - Location	Activity - Audience	Person Responsible
Jan 30, 2015		Teacher – **Mid-year Formative evaluation** to be completed by this date **(review student growth goal, PGP and documentation)**	Principal
Jan 30, 2015		Principal – **Mid-year Formative evaluation** to be completed by this date **(review student growth goal, PGP and documentation)**	Supt - Designee(s)
Feb - Mar, 2015	Varied	**Teacher** – 2 Observations(Principal and Peer)	Principal - Peer
Feb- Mar, 2015	Varied	**Principal** – 1 Observation/Site Visit	Supt - Designee(s)
Mar, 2015	TBD	TELL, VAL-Ed Surveys administered (Principals) Student Voice Survey (Teachers)	Supervisors monitor and communicate
May 1, 2015* (No later than last week of school)		**Teacher – Summative evaluation** to be completed **(review student growth goal, PGP and documentation)**	Principal
May 1, 2015 * (No later than last week of school)		**Principal – Summative evaluation** to be completed **(review student growth goal, PGP and documentation)**	Supt - Designee(s)

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Pike County Schools
Professional Growth Effectiveness System Implementation Plan
2013 - 2015

Pilot Participation - 2013-2014

- Teacher Professional Growth Effectiveness System (TPGES)
- Principal Professional Growth Effectiveness System (PPGES)

Teacher Selection - Pilot Full Participation Criteria 2013-2014

- 1-2 ELA teachers
- 1-2 Math teachers
- 1-2 Special Ed teacher (Students with Disabilties)
- 2-3 Teachers in non-assessed areas
- Not KTIP
- Not in evaluation cycle year
- Not non-tenured

FULL Pilot Schools

TPGES Pilot School	PPGES Pilot Principal	TPGES Pilot Teachers
Belfry MS	Matthew Mercer	
Belfry HS	Mark Gannon	
Kimper ES	Chad Thompson	
Majestic ES	Mary Beth Stiltner	
Shelby Valley HS	Greg Napier	

Partial Participating Pilot Schools

TPGES Pilot Schools	TPGES Pilot School Teachers
Bevins ES	
Blackberry ES	
East Ridge HS	
Elkhorn City ES	
Millard ES	
Phelps ES	
Southside ES	

Pike County Schools
Professional Growth Effectiveness System Implementation Plan
2013 - 2015

Tentative Budget for Implementation

Item Detail	Estimated Cost	Funding Source
PGES – Teachscape - Proficiency Exam	25 Principals x $349.00 = $8,725.00 4 Supervisors x $349.00 = $1,396.00	KEDC Funds - $8,725.00 RTTT3 Funds - $1,396.00
Phase I Training – Teachers - Summer	50 Teachers ; 6 hours; 1 day	No funding – PD credit
Phase II Training – Teachers – Sept,2013	50 Teachers x 3 hours x $32.50 sub pay = $4,875.00	District PD funds – $4,875.00
Phase III Training – Teachers – Jan, 2014	50 teachers; 2 hours; afterschool meeting	No funding – PD credit
Phase IV Training – All non-Pilot Teachers – March, 2014	3 hours – Release Day	School Level funding
Phase V Training All non-Pilot Teachers – August, 2014	3 hour Professional Development Day	No funding – PD credit
Phase VI Training All non-Pilot Teachers – Sept, 2014	2 hours; after school meeting	No funding – PD credit

DIM-20

Perry County Schools
Professional Growth Effectiveness System
Implementation Plan
2012-2015

Date	Responsible Person	Activity-Audience	Time-Location
November 2012	Scott Johnson	Perry County Schools-Certified Staff Danielson's Framework for Teaching-Copy sent for staff to preview layout of evaluation format	All Schools
November 2012	Abbie Combs	Perry County Principals/Central Office Administrators Introduction to Danielson Framework-Overview of Domain 3-Questioning and Student Engagement	3 hours Central Office
November/December 2012	Abbie Combs Angie Duff	Perry County Focus Schools (Buckhorn, Chavies, Willard) Introduction to Danielson Framework-Overview of Domain 3-Questioning and Student Engagement	3:30-6:30 Chavies Elementary
March 2013	Principals Classroom Teachers	Perry County Schools- Completion of Tell Teacher Surveys and Tell Student Voice Surveys	All district schools
March 2013	Superintendent/Designee	District Declaration of Intent to Adopt PGES System	Central Office
April-May 2013	Principals Classroom Teachers	Perry County School Staff Analysis of Tell Teacher and Tell Student Voice Surveys	District School Sites
May 2013	Superintendent/Designee	Perry County Pilot School-Submission of data for Pilot School Participants	Central Office/Pilot School(s)
May 2013	Scott Johnson	Perry County Schools-Certified Staff Share Professional Growth Effectiveness Plan with Stakeholders	Central Office School Sites

June 2013	Jody Maggard	Perry County Principals/Central Office Administrators Purchase Principal Proficiency Exam License-KDE ____@ $349.00	Central Office
June 17-20, 2013	PLA School Team	Perry County Central Pilot School Team Attend training on all aspects of the PGES Process	Lexington
July 18-19, 2013	Abbie Combs	Perry County Principals/Central Office Administrators District Administrators will receive overview of both PPGES and TPGES	8:30-3:30 Central Office
August 2013	Superintendent/Designee	Perry County Central Pilot School Team Verification and updates for Pilot School Participants	Central Office/Pilot School(s)
August 2013	Neal Feltner, Lea Sparks, Larry Robinson	Perry County Central Pilot School Administrators Successful completion of certification for principal exam	Perry County Central
August 2013	PCC Pilot Teachers	Perry County Central Pilot Teachers Completion of Student Growth Goal Setting	Perry County Central
September-November 2013	Scott Johnson	Perry County Non-Pilot Schools Certified Staff Session I- Training: Overview of TPGES and CIITS Educator Development Suite, Danielson Framework for Learning, and Student Growth Goals	TBA Perry County School Sites
September-November 2013	Neal Feltner	Perry County Pilot School Teachers Completion of 2 observations (Principal and Peer Observation)	Perry County Central
September-November 2013	Superintendent/Designee	Perry County Central Pilot School Principal Completion of 1 observation/site visit	Perry County Central
September 2013	Neal Feltner	Perry County Central Pilot School Principal Completion of Principal Professional Growth Plan	Perry County Central
October 2013	Neal Feltner	Perry County Central Pilot School Principal Completion of Principal Student Growth Goals	Perry County Central
October 2013	Non-Pilot School Administrators	Perry County Non-Pilot School Administrators Successful completion of certification for principal exam	Central Office

DM-22

December 2013- January 2014	PCC Pilot Teachers	Perry County Central Pilot Teachers Completion of Mid-Year Formative Evaluation	Perry County Central
December 2013- January 2014	Neal Feltner	Perry County Central Pilot Principal Completion of Mid-Year Formative Assessment	Perry County Central
December 2013- February 2014	Scott Johnson	Perry County Non-Pilot Schools Certified Staff Session 2-Professional Growth Plans, Peer Observation, and Principal Observations	TBA District Schools
January- March 2014	Neal Feltner	Perry County Central Pilot Teachers Completion of 2 observations (Principal and Peer)	Perry County Central
January-March 2014	Superintendent/Designee	Perry County Central Pilot Principal Completion of 1 observation/site visit	Perry County Central
March 2014	Principals Classroom Teachers	Perry County Schools-Completion of Tell Teacher Surveys, Val-Ed surveys and Tell Student Voice Surveys	District School Sites
April 2014	Neal Feltner	Perry County Pilot School Teachers Completion of Summative Evaluation	Perry County Central
April 2014	Superintendent /Designee	Perry County Pilot School Principal Completion of Summative Evaluation	Perry County Central
April-May 2014	Principals Classroom Teachers	Perry County School Staff Analysis of Tell Teacher Survey and Student Voice Survey	District School Sites
August 2014	Classroom Teachers	Perry County Schools Certified Staff Completion of Student Growth Goals	District School Sites
September 2014	Building Level Principals Classroom Teachers	Perry County Schools Principals and Teachers Completion of Professional Growth Plan	District Schools Sites
October 2014	Principals	Perry County Schools Principals Completion of Student Growth Goals	District School Sites
September- November 2014	Principals Peer Observers	Perry County Schools-Certified Staff Completion of 2 observations (Principal and Peer)	District School Sites
September- November 2014	Superintendent/Designee	Perry County School Principals Completion of 1 observation/site visit	District School Sites
November 2014- January 2015	Principals	Perry County Schools Certified Staff Completion of Mid-Year Formative Assessment	District School Sites

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December2014-January 2015	Superintendent/Designee	Perry County School Principals Completion of Mid-Year Formative Evaluations	District School Sites
February-March 2015	Principals	Perry County Schools Certified Staff Completion of 2 observations (Principal and Peer)	District School Sites
February-March 2015	Superintendent/Designee	Perry County School Principals Completion of 1 observation/site visit	District School Sites
March 2015	Principals Classroom Teachers	Perry County Schools-Completion of Tell Teacher Survey, Val Ed and Tell Student Voice Surveys	All district schools
April 2015	Principals	Perry County Schools Certified Staff Completion of Teacher Summative Evaluations	District School Sites
April 2015	Superintendent/Designee	Perry County School Principals Completion of Principal Summative Evaluations	District School Sites

B/K-1

26

CENTRAL OFFICE STAFF | **ASSESSMENT LITERACY**

Component 1: Develops a structure to oversee and implement assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
• Collaborates with school leaders to establish criteria for the selection of a district leadership team to include representatives from 1) school administrators, 2) teacher leaders, 3) postsecondary educators, and 4) community stakeholders, (i.e., business partners, parents). • Authorizes the district leadership team to define the scope of work required for full implementation of assessment literacy. • Authorizes the district leadership team to identify and monitor monthly implementation benchmarks for assessment literacy. • Authorizes the district leadership team to analyze benchmark results and create ongoing modifications in the scope of work required to meet staff's professional needs. • Funds the development or purchase of assessments and professional learning to support the implementation of assessment literacy.	• Collaborates with school leaders to establish criteria for the selection of a district leadership team to include representatives from 1) school administrators, 2) teacher leaders, and 3) postsecondary educators. • Authorizes the district leadership team to define the scope of work required for full implementation of assessment literacy. • Authorizes the district leadership team to identify quarterly benchmarks implementation of assessment literacy. • Funds the purchase of assessments and professional learning to support implementation of assessment literacy.	• Appoints representatives to the district leadership team from 1) school administrators and 2) teacher leaders. • Assigns district leadership team the task of defining the scope of work for full implementation of assessment literacy. • Assigns district leadership team the task of setting semi-annual benchmarks of assessment literacy. • Funds the purchase of some assessments and professional learning to support implementation of assessment literacy.	• Requires schools to establish leadership teams that function independently from the district. • Requires school leadership teams to develop work plans with annual benchmarks. • Provides no funding to support the implementation of assessment literacy.	• Fails to establish a district leadership team. • Fails to create a plan to oversee or implement assessment literacy.

B/K-2

27

CENTRAL OFFICE STAFF | **ASSESSMENT LITERACY**

Component 2: Establish a common vocabulary related to assessment literacy.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
• Develops, in collaboration with school and teacher leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Infuses all professional learning interactions and communications with common assessment literacy terminology. • Ensures that all school board and council members utilize common assessment terminology in work sessions, public meetings, and communications.	• Develops, in collaboration with school leaders, a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Uses the common assessment literacy terminology during professional learning opportunities. • Ensures that all school council members utilize common assessment terminology in work sessions, public meetings, and communications.	• Develops a common terminology regarding assessment literacy (e.g., formative, interim, summative, standards, learning targets). • Uses the common assessment literacy terminology during professional learning opportunities.	• Expects school leadership teams to develop a common terminology regarding assessment literacy without district input.	• Fails to develop a common vocabulary regarding assessment literacy.

B/K-3

28

CENTRAL OFFICE STAFF **ASSESSMENT LITERACY**

Component 3: Integrates the implementation of assessments through the curriculum.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
• Facilitates content work teams' development of standards-based, common interim assessments and units of study including planned common formative and summative assessment. • Supports funding and time for interim assessment.	• Facilitates content work teams' development of common standards-based interim assessments and units of study including planned common summative assessments.	• Provides districtwide interim assessments and facilitates the development of standards-based summative assessments.	• Requires schools to implement interim assessments without district support.	• Provides neither oversight nor support for assessment implementation beyond the state assessment.

B/K-4

CENTRAL OFFICE STAFF | **ASSESSMENT LITERACY**

Component 4: Creates a systemic process of identifying, communicating, and supporting assessment literacy professional growth needs.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
• Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs. • Analyzes the school-identified problems of practice. • Identifies and supports systemic needs across the district.	• Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Provides protocols for school leadership teams to analyze PLC data to identify professional learning needs. • Analyzes the school-identified problems of practice.	• Establishes a common set of protocols for professional learning communities (PLC) focused on the purpose, development, and analysis of assessments. • Requires school leadership teams to identify professional learning needs.	• Requires schools to implement professional learning communities (PLC) that focus on the analysis of assessments. • Expects school leadership teams to identify professional learning needs.	• Does not create a systemic process to support implementation of assessment literacy.

B/K-5

30

CENTRAL OFFICE STAFF **ASSESSMENT LITERACY**

Component 5: Establishes data teams to utilize student performance data and teacher reflection to drive instruction.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
• Reviews *monthly* results of school analyses of student performance to identify instructional and assessment design needs. • Establishes the purpose and time for teacher reflection concerning necessary adjustments of assessments and instructional practice. • Guides teacher, school, and district administrator reflection by providing prompts that include analysis of student performance and student perception results.	• Reviews *quarterly* results of school analyses of student performance to identify instructional and assessment design needs. • Establishes time for teacher reflection concerning necessary adjustments to assessments and instructional practice. • Designs teacher, school, and district administrator reflection to include analysis of student performance.	• Reviews *semi-annual* results of school analyses of student performance to identify instructional and assessment design needs. • Requires teachers to reflect on necessary adjustments to assessments and instructional practice. • Designs teacher reflection to include analysis of student performance.	• Reviews *annual* results of school analyses of student performance to determine instructional needs. • Assumes teacher will reflect on necessary adjustments to the instructional practice. • Expects teacher reflection will include analysis of student performance but does not monitor.	• Does not establish systems for review or discussion of student work to determine instructional assessment needs.

B/K-6

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CENTRAL OFFICE STAFF **ASSESSMENT LITERACY**

Component 6: Creates a culture of shared accountability for continuous student progress.

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
• Develops, in collaboration with district leadership team and schools, a mutual definition of shared accountability for student learning. • Collects from schools and shares with district leadership team evidence of shared accountability practices. • Collaborates with district leadership team and schools to identify and overcome barriers to shared accountability. • Establishes and adopts a protocol to collect and monitor school progress about student learning and educator practice. • Analyzes multiple sources of data to determine school needs. • Bases professional growth on identified school needs. • Supports professional growth of all teachers and leaders through analysis of impact of professional learning on student learning data.	• Develops, in collaboration with district leadership team and schools, a mutual definition of shared accountability for student learning. • Collects from and shares with district leadership team evidence of shared accountability practices. • Collaborates with district leadership team and schools to identify and overcome barriers to shared accountability. • Establishes and adopts a protocol to collect and monitor school progress about student learning. • Analyzes multiple sources of data to determine school needs. • Bases professional growth on identified school needs.	• Develops, in collaboration with district leadership, a mutual definition of shared accountability for student learning. • Collects from schools evidence of shared accountability practices. • Adopts a protocol to collect school data. • Analyzes available data to determine school needs.	• Collects school data for required reporting purposes only.	• Does not collect school-level data.

Resources

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Activity: Use the Guiding Questions document to guide feedback on student growth goal-setting

Abbreviated document (Step 1 and Step 2)

Guiding Questions for Student Growth

(For teacher reflection; For conversations with principals)

STEP 1: DETERMINE NEEDS

Identify the essential skills, concepts, and processes for my content area.

- ✓ Do the identified skills, concepts and processes represent essential knowledge that will
  - endure beyond a single test date,
  - be of value in other disciplines, and/or
  - be necessary for the next level of instruction?

Decide on sources of evidence. After identifying an area or areas of need, choose the evidence sources (e.g., rubrics, classroom assessments, performances, products, portfolios, projects, district learning checks) for collecting baseline data for the student growth goal. Note: At least three sources of evidence are recommended for contributing to baseline data.

- ✓ Can the measures be used to provide both baseline data and end of year/course data? Can comparable mid-term data be collected?

- ✓ Are the measures rigorous? Do the measures ask student to demonstrate mastery of the identified grade-level concepts, skills, and/or processes at the level of rigor intended in the standard(s)?

- ✓ Are the measures comparable? Do the measures used to show growth expect students to demonstrate mastery of the standard at the intended level of rigor? Do the selected measures reach the level of rigor expected across the district?

- ✓ Are descriptive rubrics available? Does the rubric accurately describe performance levels aligned with meeting mastery (the rigor) of the identified standards?

STEP 2: CREATE A SPECIFIC LEARNING GOAL

Decide on a student growth goal (SGG) that meets the SMART criteria.

SPECIFIC

- ✓ Is the identified area of need significant enough for year-long/course-long instructional focus?

- ✓ Does the content selected represent essential skills, concepts and/or processes that will endure beyond a single test date, be of value in other disciplines, and/or necessary for the next level of instruction?

MEASURABLE

- ✓ Are the sources of evidence/measures appropriate for demonstrating growth for the identified area of need?
- ✓ Does the goal show how all students will demonstrate growth?

APPROPRIATE

- ✓ Is the goal standards-based and directly related to the subject and students taught?

REALISTIC

- ✓ Is the goal doable, but rigorous enough to stretch the outer bounds of what is attainable?
- ✓ Is there a good match between the goal and the level of rigor expected in the standards addressed?

TIMEBOUND

- ✓ Is the goal designed to stretch across the school-year or course?

B/K-10

Think and Plan Guidance for Developing Student Growth Goals

Charlotte Nye, 6th grade science

✓ **Identify the context of the class, including student population.**

5 classes, each a diverse population. 5th period contains a gifted cluster of 8 students; 3rd & 4th periods each have 9 special education students; all classes are at least 30% free and reduced lunch population. I collaborate with a special education teacher, the gifted consultant, and a Title 1 teacher.

✓ **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?

Scientific practices: engaging in argument from evidence; obtaining, evaluating, and communicating information

✓ **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?

Students will participate in a variety of performance assessments, respond to prompts, and answer a set of multiple-choice questions all that will help me determine where students are in mastering these skills. Using the rubric designed by our district science PLC and this data, I'll determine a baseline score for each student.

✓ **Identify the interval of instructional.**
How long is the interval of instruction (i.e. trimester, semester, one school year, etc.)? the school year

✓ **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.)*

I expect each student to improve by two or more levels on the rubric.

What is your proficiency target? *(What percentage of students will meet or exceed that target?)*

At least 80% of my students should perform at level 3 on the 4-point rubric we designed.

✓ ***Write your student growth goal statement that meets the SMART criteria.***

This school year, all of my 6th grade science students will demonstrate measurable growth in their ability to apply the scientific practices. Each student will improve by two or more levels on the districts' science rubric in the areas of engaging in argument from evidence, and obtaining, evaluating and communicating information. 80% of students will perform at level 3 on the 4-point science rubric.

✓ **Explain the rationale for the goal?**
Why have you chosen this student growth goal?

After spending some time assessing my students' abilities in the scientific practices and crosscutting concepts, I found that they had a variety of needs, but these two practices seemed weak overall for all students. I also think that as students improve these skills, they will impact not only other scientific practices, but their ability to learn not only science content, but content in any class. Based on where students are now, I believe that with my support and teaching, all students will be able to move up the rubric by at least two levels and that overall, I can get 80% of my class at a proficient level on the rubric (level 3) by year end.

✓ **Determine professional learning (PL) needed.**
Do I need PL in order to support my students in attaining this goal?

I need to learn more about how to embed formative assessment practices into my everyday instruction in order to persistently monitor where students are in meeting this goal.

If *Yes*, does my PGP reflect the support I will need to meet this goal?

My PGP is focused on improving my assessment literacy. I'll study the Classroom Assessment for Student learning resource and work with my PLC team to analyze my practice and student work.

✓ **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?

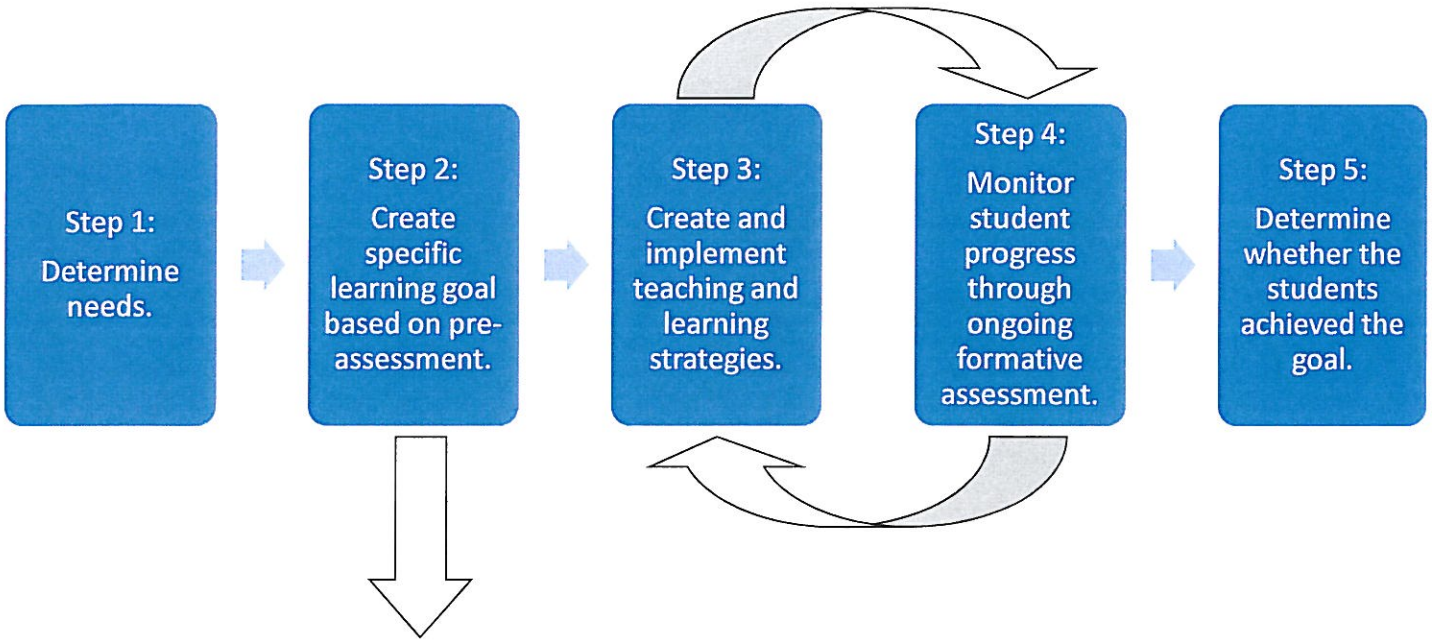
Each instructional unit will include students practicing these skills in context of the science content, therefore providing opportunities for students to use in multiple situations:

- Students will discuss regularly what constitutes evidence
- Students will discuss and write to share arguments based on evidence
- Students will evaluate evidence and arguments from text and their peers
- Students will communicate information in a variety of modes that fit the audience and purpose

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

I will formatively assess students in a variety of ways: observing their discussions, analyzing student products, including related items on unit assessments, and asking students to respond to checks for understanding.

STEP-BY-STEP SMART GOAL PROCESS



S	M	A	R	T
Specific- The goal addresses student needs within the content.	Measurable- An appropriate instrument or measure is selected to assess the goal.	Appropriate- The goal is clearly related to the role and responsibilities of the teacher.	Realistic- The goal is attainable.	Time-bound- The goal is contained to a single school year/course.
The goal is focused on a specfic area of need.	The goal is measurable and uses an appropriate instrument.	The goal is **standards -based** and directly related to the subject and students that the teacher teaches .	The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.	The goal is bound by a timeline that is definitive and allows for determining goal attainment.

*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning.* Larchmont, NY: Eye on Education, Inc.

Sample Student Growth Goals	
Science This school year, all of my 6th grade science students will demonstrate measurable growth in their ability to apply the scientific practices. Each student will improve by two or more levels on the district's science rubric in the areas of engaging in argument from evidence and obtaining, evaluating & communicating information. 80% of students will perform at level 3 on the 4-point science rubric.	**Health and PE** For the 9 weeks 8th grade course, all students will improve their knowledge of fitness. Students will develop a portfolio that demonstrates application of fitness test results to develop a fitness plan, a fitness goal, and a menu for healthy eating. All of my students will demonstrate growth by 2 or more levels, or to distinguished, on the rubric designed by the Health & PE in collaboration with regional peers for each product. 75% of students will perform at proficient or distinguished on the rubric.
French II This school year all of my French II students will demonstrate performance at least one level above their baseline for interpretive listening, interpersonal speaking, interpretive reading and interpersonal writing. Individual performance assessments, designed by teacher teams for speaking, listening, reading & writing competencies in the target language will provide multiple data points across the year. At least 70% of my students will meet or exceed the Intermediate-Low competency level for at least 2 modes of communication, as measured by the KY World Language Standards.	**Social Studies** During this school year, 100% of my students will increase his/her ability to identify credible sources. Each student will increase his/her ability to analyze the accuracy of information and distinguish fact/opinion/reasoned judgment by at least one performance level in all areas of the district social studies standards rubric. Furthermore, 75% of students will score at "proficient" or above.
LDC - Multiple Content Areas For the 2011-2012 school year, 100% of my students will make measurable progress in argumentative writing. Each student will improve by at least one performance level in three or more areas of the LDC writing rubric. Furthermore 80% of students will score a 3 or better overall.	**Elementary** During the 2012-2013 school year, all students will improve comprehension in reading grade-level texts. Each student will meet their DIBELS benchmark on Oral Reading and Retell Fluency, and improve by one or more levels on the teacher-generated rubric for reading comprehension. 85% of students will be reading on grade level by year end as measured by their reading comprehension rubric.
Art This year, all 8th grade art students will improve their skills using the 7 basic art elements by at least one level per element on the district art standards-based rubric. Evidence of student growth will be collected from student products in a variety of mediums during the school year. 70% of the students will demonstrate proficiency on 5 of the 7 elements as measured by the district rubric.	

SCORING RUBRIC FOR ARGUMENTATION TEMPLATE TASKS

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

How Prepared Is the District to Support Student Growth?

School/District_____

What assessments (sources of evidence) are teachers using now? (per grade level / per content area)	*Which sources of evidence provide pre-, mid-course, and post- data during the school year/course?*	*What processes and structures are in place to facilitate teachers identifying enduring skills?*	*What structures are in place to allow teachers to analyze existing assessments or create items that assess enduring skills?*	*What district guidance will establish comparable ways to compile baseline data into one data point?*

More PGES Support Resources

- PGES bi-weekly Newsletter
- Monthly PGES webcasts – announced in the Newsletter
- Archived webcasts
- PGES office hours every Tues. & Thurs. now through Nov. 21 (3:30 and 4:30)
- Twitter - @ KyPGES
- Teacher-Leader email:

  teacherleader@education.ky.gov

Tentative KSLN Agenda

Oct , 21, 2013

Introduction-Terry
NGSS Analogy Activity-Terry
Progressions Activity-Mindy
Performance Expectations-Becky
Lunch
Finish Performance Expectations Activity
Looking at Teaching Through the Lenses of NGSS and FfT-Terry
Assessment Survey Results and Discussion