



PROFESSIONAL GROWTH & EFFECTIVENESS SYSTEM FAQ

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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 (*K-2 will not administer Student Voice this year), Student Growth Goals) starting in 2014-15.*

Q: Will KTIP interns participate in PGES in 2014-15?

A: During the 2014-15 school year KTIP will be piloted in selected districts using PGES. If KTIP interns are not part of the pilot, they will complete KTIP as they have in the past. These interns will not be expected to participate in the PGES implementation this year.

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.

OPGES PARTICIPATION

Q: Who is in the OPGES pilot?

A: Other professionals who do not have a 'traditional' classroom or group of students they work with. The Other Professionals for the OPGES pilot will include: Library Media Specialists, School Guidance Counselors, School Psychologists, Therapeutic Specialists – Speech Language Pathologist, School level Instructional Coaches/specialists.

Q: Do all districts have to participate in the OPGES pilot for the 2014-2015 school year?

A: Yes. Each district must have at least one 'Other Professional' from each category in the pilot if they qualify. More than one can participate if the district chooses.

Q: How do I qualify to participate in the OPGES pilot?

A: OPGES pilot participants must be tenured, EPSB certified and not in their summative year. (Guidance counselors can be in the pilot even if in a yearly summative cycle.)

Q: At my school, 'Other Professionals' are on a yearly summative evaluation cycle, can I still participate?

A: Yes, if your school is running a Dual evaluation system then you can be in the OPGES pilot. Check your district Certified evaluation plan(CEP), to determine if a dual system is run.

Q: What about Preschool teachers, Special education teachers, Hearing impaired teachers, Visually Impaired teachers, reading recovery teachers, math interventionists? What system to they use?

A: These positions all fit in the TPGES, Teacher professional growth and effectiveness system. They will use the Kentucky Framework for Teaching. There will be some guidance documents available once school starts on some of the adjustments these unique teachers may need. Preschool teachers will be part of a pilot in 2014-15.

Q: As a librarian I also teach elective classes. Will I be evaluated with both the TPGES and the OPGES systems?

A: NO. Teachers are evaluated using only ONE system. The system you will fit in is the one that fits the category you work the majority of the day in, the main position for which you were hired. You are evaluated using the Framework that fits your job responsibilities. (OPGES Framework for Specialists or Kentucky Framework for Teaching.)

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 decisions 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 PGP?

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 (SGG)

Q: Student Growth is the fifth domain of the Kentucky Framework for Teaching (FfT), right?

A: No. There was a time when Student Growth was the fifth domain, but it has since been moved out of the FfT to become its own source of evidence. Teachers will receive a Professional Practice rating based on the four FfT domains and a separate Student Growth rating based on their local and state (if applicable) contributions. These two ratings are combined to determine an Educator’s Overall Performance Category. Please make sure you are using the most current version of the FfT which does not include Student Growth. This can be downloaded [here](#) for teachers, and [here](#) for other professionals.

Q: Is there a deadline for when Student Growth Goals have to be submitted?

A: There is no state determined deadline for SGGs to be submitted in CIITS. This is a district decision. Districts that have chosen to fully implement PGES for personnel decisions have set the submission date for their district. However, districts will need to think about setting specific dates that designate SGG to be implemented in the fall.

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) 4.0 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: Each district has identified a rubric and procedure to ensure the rigor and comparability of Student Growth Goals based on the following recommendations from the Department of Education:

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.

Q: I'm an Other Professional. Since I don't have a 'traditional' class, I do not have test scores or other academic based data. How do I make a student growth goal?

A: Student growth goals are not only based on test scores. Multiple measures should be used in determining student growth. All professionals will have a goal for students whom they have educational impact on. When creating student goals you should think:
What matters most for my content area?
How do I know? What standards, expectations, etc. guides my work?

Q: I'm an Other Professional and my student case load changes frequently or I may only see students a few times a year. How do I make a goal for them?

A: Student growth goals are not based on an individual student, rather on a group. The Growth goal will be based on the needs of a large group or level.

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. These are the only two observations required for a tenured teacher during the 2014-15 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 OBSERVATION

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.

Q: I'm an Other Professional. Does my Peer Observer need to be an Other Professional?

A: No. Peer observers can be any instructional colleague at the school level. We encourage Other Professionals to be peer observers for each other, but it is not necessary.

Q: If I'm an Other Professional and my Peer Observer is not, how will they know what my professional responsibilities are?

A: Each Other Professional has a unique framework based around their job responsibilities. The Peer Observer is encouraged to study this to learn each categories' needs. We also encourage the Other Professionals and the Peer Observer to have pre observation conferences to discuss what they should be looking for.

STUDENT VOICE

Q: What is the Student Voice Survey?

A: The Student Voice Survey is an online survey, developed by the Kentucky Department of Education, that asks grade 3-12 students to give feedback on specific aspects of the classroom experience, organized around seven

elements of teaching practice: support, transparency, understanding, discipline, engagement, nurturing, and trust. These elements form the acronym STUDENT.

The survey generates information both about how students experience teaching practices and learning conditions in the classroom as well as information about how students assess their own engagement. Student Voice Surveys are being used by hundreds of schools and thousands of classrooms in more than 25 states nationwide.

The effective use of student voice surveys is featured in the Gates Foundation Measures of Effective Teaching (MET) study of teaching quality. Using a sample of more than 44,500 students, the results of the MET study in December 2010 and January 2012 reinforce a growing consensus that integrating student survey results with high-quality observations and student gain-scores on achievement tests creates a much more valid and reliable teacher evaluation system compared to current standard practices.

Teachers will receive aggregate data of the compiled student responses; teachers will not know how individual students responded to the survey.

Q: When will the Student Voice Survey be administered ?

A: For the 2014-15 SY, there are Fall and Spring Student Voice Survey window available to gather student perception.

Q: What type of questions will be asked on the survey?

A: The Student Voice Survey focuses on statements such as, “My teacher explains difficult things clearly.” Students in grade levels 3-12 will select one of five possible responses which range from strongly agree to strongly disagree.

Q: Will students who are within an Activity Group of a teacher receive a Student Voice Survey in Infinite Campus?

A: Yes – Activity Groups are treated just like regular course sections.

Q: What teachers will participate in the 2014-2015 survey administration?

A: All certified teachers with sufficient numbers of grade 3-12 students will participate in the survey. All K-2 teachers and teachers who have class size less than 10 (Low “n” Size) will not formally participate this year. A statewide process for gathering student perception is currently being developed for these groups. K-2 and Low “n” size teachers who desire feedback from their students during SY 2014-15 can decide the survey instrument and delivery process locally.

Q: Who will take the survey?

A: All grade 3-12 students who have parental permission are eligible to take the survey. Each district will decide the Student Voice Survey protocol for their particular district.

Q: Who will administer the surveys?

A: Teachers may administer the Student Voice Survey to students in their class/section. However, surveys may be administered as the district designates.

Q: How will the data from the Student Voice Survey be used?

A: Student Voice Survey data will be used in the following ways:

- Teachers will use data to inform instruction and classroom practice.
- School and district leaders will use data to determine potential areas for professional learning and teacher support.
- KDE will collect the data to validate the instrument for future use.
- This year’s survey results/data will NOT be used for teacher evaluation unless otherwise indicated by the district.

Q: How will the data from the survey be used after the 2014-15 school year?

A: The primary purpose of the survey is to provide valuable information for educators who are working to improve classroom and school learning conditions. For the SY 2015-16 data will be used to inform the professional practice portion of the teachers' evaluation. Data also can be aggregated to provide school- and district-level feedback. This data can help focus priorities, track improvement, and evaluate programs.

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.

Q: Do principals have to make all of their goals (PGP, SGG and WCG) align?

A: It is not required that these goals align, although it is possible that they may. The goals should be based on the data available to principals and should meet school needs.

CERTIFIED EVALUATION PROCESS

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, at this point in the year, any district that has not submitted a Certified Evaluation Plan using any or all components of PGES for personnel decisions must run a dual system. For clarity, dual system means districts will implement ALL components of PGES and report data on the number of effective teacher in the spring of 2015; however, personnel decisions will be made using their 2013-2014 Certified Evaluation Plan. Any district running a dual system must submit, by December 2014, a CEP with FULL implementation of PGES for personnel decisions.

Q: Now that our plan has been approved, what is the role of the 50/50 committee through the year?

A: We recommend that 50/50 committees continue to meet throughout the year to reflect on the plan they created to determine things that work well and identify what may need to be modified for the spring 2015 submission for full implementation with consequences. If modifications are addressed throughout the year it may create less load in revising. A few examples for consideration:

- Adding OPGES to the plan
- Addressing alternative settings in the plan
- This is a great time to start looking at the protocols for determining rigor and comparability to help identify ways to strengthen the process.
- Another example is looking at how the district chose to determine Low, Expected and High growth. Once student Growth Goals are established, the district can start see how the possible data may be impacted by the set parameters.
- Identifying how specifics may impact implementation

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 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.