

Professional Growth and Effectiveness System KDE/EDI Implementation Grant

Jefferson County Public Schools Evaluation and Transition Coordinators, Human Resources, and the Data Management, Planning and Program Evaluation Division

Using the U.S. Education Delivery Institute and Kentucky Department of Education Professional Growth and Effectiveness System (PGES) Implementation Rubric, staff from Jefferson County Public Schools Evaluation and Transition Coordinator Department, Human Resources, and the Data, Management, and Program Evaluation Division completed a self assessment of PGES implementation. The process yielded nine key strategies that will guide next steps in the delivery planning process. These strategies include: organization, communication, technology, professional development, finance, research, certified evaluation planning, curriculum/instruction/assessment alignment, and central office support in preparation for district-wide implementation of PGES in 2014-15.

Strategies to Address Identified Needs from JCPS Self-Assessment using EDI Rubric – Winter, 2014

Strategy 1: Organization, Coordination, Collaboration

Component 1: Roles and Responsibilities - JCPS EDI Team will collaborate with appropriate stakeholder groups in the development and implementation of strategies for full-implementation of PGES for 2014-2015 school year.

- 1.1.1 JCPS EDI Team to complete self-assessment using EDI Rubric
- 1.1.2 JCPS EDI team to identify necessary “next steps” strategies based on self-assessment **and specific CEP required components**
- 1.1.3 Share self-assessment and strategy recommendations with Cabinet, Assistant Superintendents and EQOC for feedback
- 1.1.4 EDI Team – Identify applicable cabinet level department for each strategy and assign an EDI team member as contact person for each strategy
- 1.1.5 Assigned EDI team member to contact applicable cabinet level administrator to begin work of developing action steps for each strategy; with timeline
- 1.1.6 Share action steps draft with Cabinet, Assistant Superintendents, EQOC and KDE
- 1.1.7 EDI Team to monitor progress of accomplishing tasks within each strategy.
- 1.1.8 Make periodic reports to Cabinet, Assistant Superintendents Green Team and EQOC
- 1.1.9 Collaborate with KDE and Fayette County Public Schools on EDI Grant Implementation

Strategy 2: Communication

Component 1: Internal Communication (within JCPS & KDE)

- 2.1.1 Provide differentiated information to and solicit feedback from internal stakeholders
- 2.1.2 Develop and share PGES training and implementation calendars with appropriate stakeholders (this item was moved from strategy 7)
- 2.1.3 Create website containing documents, training materials and JCBE updates
- 2.1.4 Collect, analyze, and share feedback from users to improve communication
- 2.1.5 Customize communication for different role groups e.g., timelines, calendars
- 2.1.6 Forward Kentucky Department of Education PGES newsletter to all certified and key personnel (cost center heads)

Component 2: External Communication

- 2.2.1 Identify community stakeholders to receive communication re: PGES
- 2.2.2 Create website containing documents and training materials- Community Awareness (TV, CJ)
- 2.2.3 Share/communicate information with external stakeholder groups (including PTA) via website access, print and video resources (e.g. Parent Connection article)

Strategy 3: Technology

Component 1: CIITS Infrastructure

- 3.1.1 Engage Computer Education and Support to develop protocol for reporting CIITS issues
- 3.1.2 Engage Operations staff to investigate impact of increased CIITS usage on network capacity

Component 2: CIITS Training

- 3.2.1 Engage Computer Education and Support to design CIITS training roll-out plan for PGES implementation
- 3.2.2 Train all teachers on use of CIITS to support and implement PGES (Each school to designate a “CIITS expert”. (Page 4, Certified Evaluation Plan Checklist)**

Component 3: Student Voice Surveys

- 3.3.1 Engage Infinite Campus team to plan for and support implementation of required electronic student voice survey for implementation of PGES (Student Voice Toolkit 2014)
- 3.3.2 Engage Human Resources team to plan for and support implementation of required ValEd and TELL surveys for implementation of PGES

Strategy 4: Professional Development

Component 1: Administrators (Principals) for TPGES

- 4.1.1 Register, gain access and monitor Teachscape certification requirements for administrators **(Page 4, Certified Evaluation Plan Checklist)**
- 4.1.2 Develop a plan that supports successful Teachscape certification for all administrators
- 4.1.3 **Train all principals in all components of the Framework for Teaching (Page 4, Certified Evaluation Plan Checklist)**
- 4.1.4 **Train all principals on the Summative Model; including Domain ratings, and understanding of student growth goals (Page 4 Certified Evaluation Plan Checklist)**
- 4.1.5 **Train all principals on Growth Planning Matrix**

Component 2: Administrators (Principals) for PPGES

- 4.2.1 **Train all principals and principal evaluators on Principal Performance Standards (Page 23, Certified Evaluation Plan Checklist).**
- 4.2.2 **Train all principals and principal evaluators on the PPGES system (Page 23, Certified Evaluation Plan Checklist).**
- 4.2.3 **Train all principals on determining the Overall Performance Category (PPGES) using Matrix and Decision Rules from state. (Page 28, Certified Evaluation Plan Checklist)**

Component 3: Teacher PD for TPGES

- 4.3.1 Engage district staff to develop a plan that links district Professional Development for teachers to the PGES system
- 4.3.2 **Train all teachers on all components of the Framework for Teaching (Page 4, Certified Evaluation Plan Checklist)**
- 4.3.3 **Train Peer Observers**
- 4.3.4 **Train all teachers on the TPGES Summative Model. (Page 4, Certified Evaluation Plan Checklist)**
- 4.3.5 **Train all teachers on setting Student Growth Goals (Page 10, Certified Evaluation Plan Checklist)**
- 4.3.6 **Train all teachers on Growth Planning Matrix**
- 4.3.7 **Train all teachers in determining overall performance category (Page 17, Certified Evaluation Plan Checklist)**

Component 4: Central Office PD

4. 4.1 Ensure that all departments have knowledge and understanding of PGES; particularly the Framework for Teaching as it pertains to their specific department (Legal, Operations, CTE, ESL, ECE, Cabinet, etc.)

Strategy 5: Finance

Component 1: Budget

5.1.1 Develop a fiscal plan for PGES implementation and support

Strategy 6: Research

Component 1: Data Management

- 6.1.1 Collaborate with KDE to obtain access and leverage CIITS for all PGES sources of evidence data

Component 2: Learning from Others

- 6.2.1 Engage Data Management and Program Evaluation Division to research implementation of teacher and principal effectiveness systems in other districts and states
- 6.2.2 Engage Data Management and Program Evaluation Division to work collaboratively with Fayette County and KDE on EDI/PGES implementation grant

Component 3: Analysis

- 6.3.1 Engage Data Management and Program Evaluation Division to develop a process for determining inter-rater reliability of classroom observations (Domains 2 and 3)
- 6.3.2 Engage Data Management and Program Evaluation Division to study predictive validity of classroom observations on student growth

Component 4: Implications

- 6.4.1 Engage Data Management and Program Evaluation Division to determine effectiveness of PGES for effective teaching and learning
- 6.4.2 Engage Data Management and Program Evaluation Division to study the impact of PGES on HR decision making (placement, induction, distribution, etc)

Strategy 7: Certified Evaluation Planning

Component 1: Development, Review and Approval Process

- 7.1.1 Establish team to revise existing certified evaluation plan to meet assurances of PGES for submission to KDE by December, 2014 (reference KDE's Model District Certified Evaluation Plan Version 2.0)
- 7.1.2 **Share draft plan with Cabinet, Assistant Superintendents and EQOC for feedback. Revise as necessary**
- 7.1.3 **Present plan to JCPS BOE for consideration/first and second readings/approval**
- 7.1.4 **Submit plan to KDE, December 2014**

Component 2: Parts of CEP Related to TPGES

- 7.2.1 Evidence
- 7.2.2 Summative Model
- 7.2.3 Observation –
 - 7.2.3a Model Selected (Page 6, Certified Evaluation Plan Checklist)
 - 7.2.3b Conferencing Plan – Pre/Post, Full/Mini, Process and Timeline (Page 6, Certified Evaluation Plan Checklist)
 - 7.2.3c Peer Observation – Determine frequency and Plan for selection/assignment/plan for each level (ES, MS, HS), school and teacher (Page 8, Certified Evaluation Plan Checklist)
 - 7.2.3d Windows (Page 7, Certified Evaluation Plan Checklist)
 - 7.2.3e Calibration process developed (Page 8, Certified Evaluation Plan Checklist)
- 7.2.4 Student Voice – Page 9, Certified Evaluation Plan Checklist
 - 7.2.4a District Oversight person identified
 - 7.2.4b Develop Student Voice Ethics Statement
 - 7.2.4c Determine number of sections per teacher
 - 7.2.4d Plan for how to provide needed student accommodations and support while maintaining confidentiality
- 7.2.5 Student Growth Goals – Page 10, Certified Evaluation Plan Checklist
 - 7.2.5a Provide training for state contribution and local contribution parts of SGGs.
 - 7.2.5b Determine how many goals each teacher will be required to have.
 - 7.2.5c Determine how rigor of SGGs will be rated.
- 7.2.6 Review state decision regarding Overall Performance Category and determine if local addition is necessary. (Page 17, Certified Evaluation Plan Checklist)
- 7.2.7 Develop list of products of practice/evidence for TPGES. Share with teachers . (Page 10, Certified Evaluation Plan Checklist)

Component 3: Parts of CEP Related to PPGES

7.3.1 Define plan for Site-Visits (Page 25, Certified Evaluation Plan Checklist)

7.3.2 Surveys

7.3.2a Val-Ed 360 Surveys – Page 25, Certified Evaluation Plan Checklist

Identify District point-of-contact

Identify window(s)/dates for administration of Val-Ed Survey

7.3.2b Plan for developing Working Conditions(s) goals is in place (How and what entered in ASSIST)?

7.3.3 Student Growth Goals in PPGES

7.3.3a Plan in place for establishing a Student Growth Goal based on ASSIST/NGL trajectories. (Page 26, Certified Evaluation Plan Checklist)

7.3.3b Plan for establishing Student Growth Goal based on school need: including how district will assist principals select goals and determine a rating based on results.

7.3.4 Develop list of products of practice/evidence for PPGES. Share with principals. (Page 26, Certified Evaluation Plan Checklist)

Component 4: Communicate and Support

7.4.1 Articulate a clear line of authority for decision making related to PGES implementation

7.4.2 Create anchor documents and resources for PGES implementation

7.4.3 Develop support and assistance plan for administrators who struggle with or do not pass Teachscape certification.

Strategy 8: Curriculum, Instruction and Assessment

Component 1: Integration of PGES

- 8.1.1 Integrate Framework for Teaching into all aspects of Curriculum, Instruction and Assessment
Department work (documents, communications, walkthroughs, PD, e.g.)

Strategy 9: Central Office

Component 1: Central Office Support

9.1.1 Ensure that all components of EGS support effective implementation of PGES.