The 2014-15 Year-At-A-Glance provides an overview of monthly tasks to put in place for Professional Growth & Effectiveness System. These individual tasks are designed to support the overall systems change occurring at the district to build the capacity necessary to ensure successful implementation of the Professional Growth & Effectiveness System.

**PROFESSIONAL GROWTH AND EFFECTIVENESS SYSTEM**

### 2014-2015 PGES YEAR-AT-A-GLANCE CALENDAR-TEACHER

<table>
<thead>
<tr>
<th>June 2014</th>
<th>July 2014</th>
<th>August 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explore the components of the PGES</td>
<td>• Professional learning for all teachers (Student Growth)</td>
<td>• Collaborate with principals, peers and peer observers to implement and support teacher effectiveness</td>
</tr>
<tr>
<td>• Professional learning for all teachers (TPGES)</td>
<td>o Why Student Growth? Module</td>
<td>Implement formative assessment practices to effectively impact student learning</td>
</tr>
<tr>
<td>o TPGES Overview Module</td>
<td>o Student Growth Goals Introduction</td>
<td>• Professional learning for all teachers (Self-Reflection)</td>
</tr>
<tr>
<td>o TPGES Summative Overview Prezi</td>
<td>o Goal Setting for Student Growth Process 1 Paper</td>
<td>o Self-Reflection and PGP Module</td>
</tr>
<tr>
<td>o PGES Website Map/Quick Links Handout</td>
<td>o Identifying Enduring Skills Module</td>
<td>• Complete Initial Self-Reflection in EDS</td>
</tr>
<tr>
<td>• Learn how to use EDS to implement the PGES</td>
<td>o Determining Proficiency Sources of Evidence Module</td>
<td>• Explore CIITS for the variety of PL resources (PD360, Lync, and district resources)</td>
</tr>
<tr>
<td>• Identified Peer Observers begin <a href="#">online training module</a></td>
<td>o Determining Student Needs Determining a Baseline Module</td>
<td>• Register for and monitor your PL experiences via EDS</td>
</tr>
<tr>
<td>• Professional learning for all teachers (The Kentucky Framework for Teaching)</td>
<td>o Compare district-developed enduring skills with KDF Example Lists</td>
<td>• Verify rosters by the end of the 2-weeks of school</td>
</tr>
<tr>
<td>o TPGES Framework for Teaching Module</td>
<td>• Identified Peer Observers begin <a href="#">online training module</a></td>
<td>• Learn how to use EDS to implement the PGES</td>
</tr>
<tr>
<td>o Identify the Level of Performance</td>
<td></td>
<td>• Analyze student assessment data to establish baseline for the development of the PGES</td>
</tr>
</tbody>
</table>

### September 2014

- Analyze student assessment data to establish baseline for the development of the [PGS](#)
- Utilize PLC structure to obtain feedback on the SGG
- Collaborate with Principal to define strategies to reach SGG and PGG
- Conference with principals to develop [PGP](#) and document in [EDS](#)

### October 2014

- Complete teacher portion of Val-Ed (if required)
- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Adhere to the observation schedule and procedures determined by your school and/or district
- Monitor student growth progress
- Review the procedures for administering the [Student Voice Survey](#)

### November 2014

- Review [Student Growth Percentile](#) and verify class roster in the Student Profile in CIITS
- Conduct [mid-course conference](#), with principal to discuss student growth progress & adjust strategies if needed
- Professional learning for peer observers
  - Seven Keys to Effective Feedback
  - [Feedback for Better Teaching](#)
- Peers may input observation evidence and post
- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Review, with students, the purpose and questions of the [PGES Student Voice Survey](#)
- Review with students the procedures for completing the [Student Voice Survey](#)
- [Administer Student Voice Survey](#)

### December 2014

- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Verify roster – the last 2 weeks in December

### January 2015

- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS

### February 2015

- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Review the procedures for administering the [Student Voice Survey](#)

### March 2015

- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Verify rosters – the last 2 weeks of March
- Complete teacher portion of the [Val-Ed](#)
- Review, with students, the purpose and questions of the [TPGES Student Voice Survey](#)
- Review with students the procedures for completing the [Student Voice Survey](#)
- [Administer Student Voice Survey](#)
- Complete teacher portion of the [TELL](#) Survey

### April 2015

- Evaluator and teacher conduct collaborative post conference: (1) determine if student growth goal was met based on assessment results (2) discuss teacher’s professional growth plan (3) discuss the evidence provided by the Student Voice Survey
- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Evaluator and teacher conduct collaborative [summative conference](#)

### May 2015

- Reflect as an ongoing practice
- Explore [CIITS](#) for the variety of PL resources (PD360, Lync, and district resources)
- Register for and monitor your PL experiences via EDS
- Final roster verification before end of year and prior to any assessment
- Vertical and horizontal meetings to assess the congruency and rigor of assessments used during the 2014-15 school year for measuring student growth

### June 2015

- Reflect on evidence (e.g., observations, student voice, student growth) gathered during the 2014-15 school year
- Utilize this self-reflection to inform the 2015-16 Initial Self-Reflection and PGP
- Identified Peer Observers begin [online training module](#)
- Vertical and horizontal meetings to revise, as needed, assessments used during the 2014-15 school year for measuring student growth

### July 2015

- Continue to learn PGES via CIITS
- Vertical and horizontal meetings to further develop and revise the list of enduring skills/standards for each class
- Vertical and horizontal meetings to further develop additional assessments and/or rubrics for desired enduring skills/standards

### August 2015

- Provide support for new teachers

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KDE:ONGL: 08/07/14