



PGES Newsletter

Teacher Edition

August 13, 2015

EDS rollover

The CIITS School Year (SY) rollover has been completed. All sources of evidence now display a date of August 1, 2015 – June 30, 2016 to note the current school year. As principals navigate to input data, all windows will default to the current school year and the teacher window. Additional windows are available for guidance counselors, library media specialists (LMS), therapeutic specialists, instructional coaches, school psychologists and principals. Teachers who wish to review their self-reflection data or professional growth plan from last school year may do so. Specific steps to access this data as well as the other sources of evidence can be found in the EDS News Brief: [Accessing Prior Year's Data](#).

EDS self-reflection

There will be only one window to enter Self-Reflection in the 2015-16 school year. Educators and principals may enter reflections, and add additional reflections throughout the year **if they do not click the Submit Final** button. The status of the Self Reflection will show **In Progress**. The evaluator will see the status as **In Progress** but not be able to view the contents. Once the individual has completed all self-reflections for the year, the educator will click the **Submit Final** button. The evaluator will see the status, **Submitted**, and can view the contents. Once this occurs, the educator will not be able to modify the entry. There is not an additional Self Reflection window in which to continue with additional self-reflections. If the educator wishes to continue recording reflections as additional evidence, this could be uploaded as an artifact to the Professional Growth Plan.

EDS resources

Visit the [EDS Professional Resource page](#) to support the successful use of EDS in implementing the Professional Growth and Effectiveness System. One link will take you to the site filled with [resources](#) such as Quick Reference Cards, video clips, and PowerPoint slides.

PGES Webpage Update

In keeping with the theme In Focus Together, many PGES webpages have been updated and refreshed; all the resources remain. If you are unable to find a page or resources, search in the KDE text box at the top and that will guide you to the correct page. The left box is still the place to start to find information. To access the video tutorial and guidance, click [here](#).

PGES4Me: In Focus Together

The *PGES4Me: In Focus Together* simulcast was recorded on July 27 and aired statewide on July 28. The event proved to be an exciting glimpse into what the 2015-16 school year holds for teachers and districts when deepening one's understanding of the Student Growth process and the vital role that leadership plays in the Professional Growth and Effectiveness System (PGES). Access the recording and all resources used during the event on the [PGES main web page](#).

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PGES Quick Links:

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These resources are intended for use by all. When designing learning for others, use the seven steps from the [Professional Learning Guidance](#) to help ensure a quality learning experience.

Thank you to all of the districts that showed support this year, to those who helped promote the event and a special thanks to the presenters: Jenny Ray, Audrey Harper, Mary Rudd and Kelly Stidham, who gave of their time to share their skills and knowledge in delivering quality learning for us to reference throughout the year.

Student Growth Goal Guidance

Career and Technical Education (CTE) and student growth

When creating student growth goals in CTE, [enduring skills](#) first should be identified by reviewing standards and guidance documents. Some examples include: [Kentucky Occupational Skill Standards](#), [Kentucky Academic Standards](#) and guidance documents for industry certification. Because CTE programs integrate multiple disciplines, enduring skills also may include *academic* and *employability* standards. It is vital that the enduring skill chosen reflects the needs of the students.

Further guidance for student growth goals in CTE can be found on the KDE [PGES student growth](#) page, in the [enduring skills for CTE](#) guidance document and in the [CTE Think And Plan Tool](#).

OPGES and student growth

Other Professionals begin the first year of full implementation in the OPGES in 2015-16. A [pre-planning guide](#) is available specifically for Other Professionals to use.

Although this document was created with OPGES as the audience, the document will be useful to any educator who is new to thinking about Student Growth Goals and how their role impacts students. For example, counselors may develop a student growth goal program related to attendance or bullying prevention.

Other Professionals have standards that instruct how roles specifically guide interaction and service to students and the same steps are followed in the student growth goal process.

For more step-by-step guidance and resources on the student growth goal process, please visit the [PGES student growth web page](#).

For questions on OPGES, contact Amy.Jacobs@education.ky.gov.

Preschool teachers and student growth

Preschool teachers will want to:

- Choose either the AM or PM class (or day of the week, if applicable).
- Determine appropriate enduring skills listed [here](#).
- Use appropriate classroom assessments, such as Teaching Strategies Gold, screening data, Individual Education Programs (IEPs) and anecdotal data collected from instruction, to establish a baseline.

