



January 2014

**ISN Contact:** Felicia Cumings Smith, Associate Commissioner  
Office of Next-Generation Learners  
[felicia.smith@education.ky.gov](mailto:felicia.smith@education.ky.gov)  
Follow me on twitter @FeliciaSmith25

*The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.*

## WEBCASTS

### Superintendents

The superintendents' webcast was **January 27 from 3:00 to 4:00 p.m. ET**. Please put this on your calendar. As usual, we recorded the webcast.

To access the webcast, go to <http://education.ky.gov/CommOfEd/web/Pages/default.aspx>.

### ISN Monthly

The Nov. 15 ISN Webcast has been archived. To find the webcast and accompanying PowerPoint presentation, go to <http://education.ky.gov/school/Pages/ISN-Webcasts.aspx>.

The January ISN Webcast is scheduled for **3:00 p.m. ET Jan. 31**.

### PGES Webcast

The next PGES webcast is scheduled at **3 p.m. ET on Wednesday, Feb. 26**. This webcast will provide additional information about the administration of the Student Voice Survey and address frequently asked questions from the field. The live webcast may be viewed via <mms://video1.education.ky.gov/encoder3a>. This webcast and all archived KDE webcasts can be found on the [KDE Media Portal](#).

## CIITS

The next CIITS webcast was Thursday, January 23 at 2 p.m. ET. The webcast included an update on the new 15.3 release scheduled for early February, the Literacy Design Collaborative Model in CIITS, and more information for Teachers, Schools and Districts concerning the new CIITS Student Growth Percentile Reports.

You can tune in and be part of the webcast by going to the following web sites:

Video and audio: <mms://video1.education.ky.gov/encoder3a>

Audio only: <mms://video1.education.ky.gov/encoder34a>

## Updates

### Kentucky Board of Education (KBE)

The KBE met Dec. 4, 2013. The Office of Next-Generation Learners provided an update on the Professional Growth and Effectiveness System (PGES) policy considerations in preparation for the first reading of the regulations outlining the PGES at the February 5, 2014 KBE meeting. The update included a preview of the summative model proposed by the Teacher Effectiveness Steering Committee. At the February meeting, the Kentucky Board of Education will review the draft regulation for the Professional Growth and Effectiveness System. More information is provided in the PGES Update section below.

The proposed summative model is attached.

KBE meeting information can be found at <http://education.ky.gov/KBE/meet/Pages/default.aspx>.

### Unbridled Learning

**Standards:** Implementation of science standards is moving forward. KDE is pursuing a delay of the science assessment and state accountability for the new science standards until at least 2016. This will give science educators a few years to fully transition to the new science standards before being tested and held accountable for these. K-PREP items on the 2014 assessment will be based on Core Content 4.1.

**CIITS Update Student Growth Percentile Reports Now Available to Review from CIITS:** Teachers now have access to their Student Growth Percentile Reports in CIITS. Teachers can use this report to analyze their previous year's sections of students from 2011-2012, 2012-2013 and the present sections of 2013-2014. They may use this data to inform Self-Reflection, Professional Growth Planning and, of course, Student Growth Goal Setting. Click [here](#) to view a video containing more details. In addition, a Student Growth Percentile Report presentation that will take the user step-by-step and will show how to access the report is available [here](#). KDE will be working with teachers, schools and districts to support using these reports in the coming months.

**New Key Performance Indicators Available for State Summative Assessments in CIITS:** New key performance indicators (KPIs) are available for the Kentucky Performance Rating for Educational Progress (K-PREP) assessment. Staff assigned a Leadership, Specialist or Analyst role may view the assessment data using the new standardized assessment KPI or the pre-formatted report feature. Teachers may view the assessment data by choosing a section and then clicking on Standardized Assessments or the pre-formatted report feature. To view the assessment data using the KPI, go to School & District Data > KPI Dashboard. To view the assessment data using a pre-formatted report, go to School & District Data >Pre-Formatted Reports > Standardized Assessment Performance. Teachers also may choose one of their sections in the My Classrooms part of the CIITS homepage and then click the Standardized Tests tab. Alternatively, teachers may select the Standardized Assessment tab on the Student Profile to view standardized assessment results. The 2012-2013 standardized assessment results for K-PREP, Alternate K-PREP, Student Growth Percentile for Reading and Math, End of Course, College and Career Readiness, ACCESS for ELLs, and Stanford 10 assessment results are available in CIITS.

**Discovery Education Assessment Results Available:** The Discovery Education (DE) interim assessment results are available in CIITS. To view the DE interim assessment results, go to School & District Data > Pre-Formatted Reports > Standardized Assessment Performance, or click on the Standardized Assessment tab on the Student Profile. The DE interim assessment results are loaded every three months for districts that have a fully executed MOU on file with the vendor. The MOU form is available [here](#). Submit completed MOU forms to [maritta.horne@education.ky.gov](mailto:maritta.horne@education.ky.gov).

**CIITS Password Reset:** To enforce stronger security measures, all CIITS user passwords were reset on Dec. 21, 2013. Your CIITS password should contain a lowercase letter (a,b, c,); an uppercase letter (A, B, C,); and at least one number (1, 2, 3,). One way to create a strong password is by using a passphrase that is easy for you to remember, randomly capitalize various letters and turn some letters into numbers. As an example, take the phrase “CIITS Is Great” and change it to “CiitsIsGreat.” Next, turn some letters into numbers, such as “C11ts1sGr3at.” This is only an example; please do not use this as your password.

#### **Upcoming CIITS Events:**

Webcast-Thursday, January 23 (2:00-3:00 pm) and this will be archived also

Focus Group-Tuesday, January 21 (KEDC/Ashland, KY)

Curriculum Manager Training

- 1/22-Lexington KY (location TBD)
- 1/23-EKY (location TBD)
- Jan/Feb-Date TBD (NKY, location TBD)

Version 15.3 Release-February 10

## **Strategic Work**

### **Next Generation Professionals**

**PGES Staff Update:** Dr. Amanda Ellis is serving as the Acting Director of the Division of Next Generation Professionals. Ms. Ellis has a Doctorate of Educational Leadership and has over 17 years of experience in the area of education. Most recently, she has served as a principal in Anderson County and was instrumental in piloting the Professional Growth and Effectiveness System in her school. Dr. Ellis can be contacted by e-mail [amanda.ellis@education.ky.gov](mailto:amanda.ellis@education.ky.gov) or by phone (502) 564-1479 ext. 4504.

**Model Certified Evaluation Plan:** A *revised* model [Certified Evaluation Plan](#) (CEP) is now available on the [PGES Headline News webpage](#). The model CEP is a guide to be used in making the appropriate decisions and revisions to your District Certified Evaluation Plan. Procedures and processes for the implementation of PGES should be based on the recommendations and in concert with the local evaluation committee. Each local board of education must approve the revisions to a district's Certified Evaluation Plan prior to submission to the Kentucky Department of Education. **Updated Certified Evaluation Plans MUST be submitted to KDE on or before December 20, 2014.** If your district has submitted an updated CEP, please review this revised model plan to ensure all sections have been appropriately addressed.

One change made to the model plan includes the minimum frequency of peer observation (*page 8*).

*All teachers will participate in the peer observation process each cycle.*

This revision indicates that districts must identify the number of peer observations required (minimum of one) within each evaluation cycle.

An error also was found in the explanation that should exclude the following statement.

~~*These are examples, and the district peer observation process may be less prescriptive provided all teachers have a minimum of one (1) peer observation each year.*~~ (*page 8*)

KDE in partnership with the education cooperatives will host a work session to go through the model Certified Evaluation Plan with district teams. Additional information will be provided by the regional cooperatives. The dates for these regional sessions are:

- SESC – Feb. 12
- KVEC – Feb 13
- OVEC – Feb. 19
- NKEC; WKEC – Feb. 24
- CKEC – Feb. 26
- KEDC – March 3
- GRREC – March 6-7

Regional PGES consultants will be available to meet with district PGES teams in order to meet the deadline for filing updated Certified Evaluation Plans.

Technical assistance sessions explaining the use of this resource will be provided regionally by the PGES Cooperative Consultants beginning in late January/early February 2014. Please look for the upcoming dates for these regional sessions in the PGES newsletters and webcasts.

**[Student Voice Preparation and Administration Videos:](#)** A series of videos is being developed to assist teachers and leaders as they prepare to administer the Student Voice Survey between March 19-April 2. The videos provide an overview of the most critical aspects of the Student Voice Survey process. Each video may be used individually with specific audiences at the district or school. .

The videos in the series are:

- *Why Student Voice*
- *Student Voice Toolkit*
- *Critical Actions*
- *K – 2 Administration*

- *3 – 12 Administration*
- *Accessing the Results*
- *Using Student Voice Results*

Detailed information on planning, preparing and administering the survey is included in the [Student Voice Guidance](#) document located in the [Student Voice Survey Toolkit](#).

**[PGES Statewide Pilot Participant Web Collector Reopens](#)**: Districts are required to verify 2013-14 participation in the PGES Statewide Pilot. Districts must identify those individuals who are currently participating in the PGES Pilot. If no changes have been made in the individuals who were entered in the web collector in August nothing needs to be done. If a district has made a change as to who is engaged in the Pilot the district must go to the web collector and update the participants.

To complete this process use the following directions.

1. Go to the PGES web collector tool at <https://applications.education.ky.gov/login>.
2. Sign in on the web applications login page.
3. Once signed in, go to the PGES Participant Roster page.
4. Using the drop down menu, select your district.
5. Once your district appears, click on the **district code** to indicate any changes in personnel at the central office.
6. Click on each school to access those participating in the Pilot.
7. Uncheck the individual who is no longer participating.
8. Check the person who is now participating in the Pilot.

**Important Reminder**: Any employees or changes that a district wishes to identify in the web collector **must first be entered into Infinite Campus by the district**. Once this change is in IC at the district this will be reflected in the web collector the following Tuesday. The PGES Web-based data collection tool will reopen January 21 and remain open until 30. It is essential that all changes in PGES Pilot participation are identified in the web collector prior to January 30<sup>th</sup>.

**[Prichard Committee Report-- Strengthening the Teaching Profession in Kentucky](#)**: The Prichard Committee's task force on improving teacher effectiveness has completed its report, [Strengthening the Teaching Profession in Kentucky](#). The report connects numerous efforts of the Prichard Committee, the Kentucky Department of Education, the Council on Postsecondary Education, and the Education Professional Standards Board in recommendations to the General Assembly. The task force report and recommendations provide a comprehensive road map in moving forward with recruiting and retaining excellent teachers in Kentucky.

## College and Career Readiness

**Operation Preparation, March 2014**: It is time for Kentucky's middle and high schools to start preparing for [Operation Preparation](#) 2014. During the month of March, Kentucky will participate in the 3rd annual Operation Preparation. During Operation Preparation, the community comes together to provide one-on-one advising opportunities for all 8th and 10th graders. A trained community volunteer will discuss with the student the student's Individual Learning Plan (ILP) and EXPLORE or PLAN results. The volunteer

advisor and the student will also discuss the student's career aspirations, required education/training, whether the student is on target to meet his or her goals and whether the student is taking the required courses to prepare him or her for the future. This session will last approximately 20 minutes.

Advising is a key strategy in reaching the goal that all districts have set of increasing their students' college- and career-readiness rates by 50 percent by 2015. In 2013, 114 districts participated in Operation Preparation. We hope that all of Kentucky's 8th- and 10th-grade students will have the opportunity to participate in 2014.

**New ILP training shows how the ILP supports college and career readiness for all:** KDE and Career Cruising are offering new, improved and free Individualized Learning Plan (ILP) training during the months of January and February at various sites across the Commonwealth.

The ILP is designed to help 6<sup>th</sup>-12<sup>th</sup> graders with career and education exploration activities, set career and life goals, research scholarships, build resumes and much more. It is a powerful tool for helping students reach college- and career-readiness goals.

Classroom teachers are encouraged to attend the training to see how the ILP can support the learning that is occurring in their classrooms. Administrators, counselors and all other educators are encouraged to attend as well. This new and improved training will focus on the new face of the ILP, as well ideas on how the ILP can be incorporated throughout the school setting to help support Kentucky's goal of College and Career Readiness for ALL. Please check [the KDE website](#) for ILP training dates and for information on how to register. For more information please contact Jennifer Smith [Jennifer.smith@education.ky.gov](mailto:Jennifer.smith@education.ky.gov) or Amy Patterson [amy.patterson@education.ky.gov](mailto:amy.patterson@education.ky.gov)

**Early Graduation (704 KAR 3:305):** Changes to both Compulsory Attendance and Early Graduation (SB 97 and 61) will change current practice in our districts regarding students who wish to move through high school on an accelerated and non-traditional pathway. The Early Graduation regulation allows a student to graduate early with an early graduation certificate after meeting competency based criteria within three years of high school and being less than 18 years old. In preparing for questions, districts can ready themselves by taking a few steps now before the regulation goes into effect in 2014-2015. This regulation will affect middle and high school students as it is a deliberate and intentional pathway to early graduation that should be considered in middle school.

- 1) Read the regulation.
- 2) Begin discussing with counselors and school personnel that changes are coming, begin to identify students who would most likely meet the criteria successfully.
- 3) Watch for guidance and support materials beginning in February.
- 4) Identify possible ways in scheduling and other options, for students interested in Early Graduation to complete the requirements.
- 5) Create a communication plan for parents and students who may wish to take advantage of this opportunity.

## Proficiency

**Text Complexity:** According to our standards for college and career readiness, students should be reading ever-increasing levels of complex texts. Measuring text complexity involves three factors: 1) quantitative evaluation of the text (examples: Lexile measure, DRA level); 2) qualitative evaluation of the text (examples: structure, levels of meaning); and 3) matching reader to text and task (examples: student motivation, purpose of text). No one measure should be used in isolation to determine the complexity level of a text or to match a text to a reader.

To find out more about text complexity, visit the [Text Complexity Resources](#) page of the KDE website. There you will find archived webinars, sample text complexity analyses, planning templates and links to additional resources. Appendix A of the Common Core State Standards for English Language Arts and Literacy also provides guidance on text complexity.

## Closing the Gap

**Continuous Improvement:** As this is the second year for this process, we can use lessons learned from last year to refine the process and ensure that our improvement-planning efforts are continuously improving, too.

With regard to the district improvement planning process directors of special education, should:

1. Be an active, involved member of your district's improvement planning team. If you were not involved last year, actively seek involvement by communicating the importance of planning for students with disabilities as part of the district's comprehensive planning efforts. You also may suggest other individuals to invite to participate on the team based on their roles related to students with disabilities and previous experience.
2. Share processes formerly used to develop the KCMP that your team found to be successful around improvement planning for students with disabilities.
3. Review district data for students with disabilities. Using your District Report Card, where data are disaggregated by the subgroup of students with disabilities, compare those data with the data for all students. Also, review the *ASSIST 2013 Special Education Data* spreadsheet on the Comprehensive Improvement Planning webpage (link is below) and consider how rates of suspension, least restrictive environment and postsecondary outcomes contribute to proficiency, college- and career-readiness and graduation rates. Share these data with your district planning team and help guide them through an analysis of this information.
4. Provide the district improvement planning team with the **investigative questions** from the *ASSIST Special Education Guidance Document* to help identify root causes for the district's performance.
5. Provide the district improvement planning team with **suggested activities** from the *ASSIST Special Education Guidance Document*. This guidance document is posted on the Comprehensive Improvement Planning webpage (link below). If the data show that performance for students with disabilities is below expectation, ensure that the team is aware and that appropriate goals, objectives, strategies and/or activities are developed that address areas of concern.

All information on building comprehensive school and district improvement plans, including archives of recent webinars and a timeline for school improvement planning, can be found at

<http://education.ky.gov/school/csip/Pages/default.aspx>. (Note that resources for Special Education are about halfway down the page under a heading that says “**Special Education Resources**”).

### **Assessment and Accountability**

**ACT Explore and ACT Plan State Contract:** Kentucky will administer the ACT Explore and ACT Plan assessments once more in fall 2014. ACT Inc. recently sent a letter to all schools in the nation entitled “Exciting Changes in College Readiness Assessment for ACT Explore and ACT Plan Users.” The letter indicated the “adoption of ACT Aspire...” to replace ACT Explore and ACT Plan and was mistakenly mailed to Kentucky schools.

**Assessment Request for Information (RFI) Released:** Due to ACT’s planned termination of the ACT Explore and ACT Plan, now is a good time for KDE to review assessments on the market and allow vendors to introduce assessments in development. Before moving forward with new assessments, KDE wishes to gather information through a Request for Information (RFI) process about available assessments of student achievement and capabilities of vendors. Vendors have been asked to provide responses by Jan. 15. KDE plans to carefully review the responses to the RFI as part of the information-gathering process. This information also will be used to assist KDE in making informed decisions about any future Request for Proposals (RFPs) for assessments and related products and services to be used in Kentucky schools. KDE may issue an RFP to secure replacements (through the procurement process) for ACT Explore and ACT Plan at a minimum, and possibly other components of the assessment system.

### **Resources**

**High School Feedback Report:** The 2013 report includes individual reports for 228 public high schools in the state and is based on 2011-2012 college enrollment data, not surveys of students. Reports are not provided for alternative programs, but students from those schools are included in the district-level figures.

In addition to information about each of Kentucky’s public high schools, the report includes comparable data about school districts, the proportion from each school that went to college and the types of schools they are attending, ACT scores, and information by race and family income. The reports come out annually and provide feedback a year after each class graduates.

To view the report, including individual high school and district information, go to <http://kcews.ky.gov/HSFeedbackReports.aspx>

**Moving Beyond the Mainstream: Helping Diverse Learners Master the Common Core:** Please follow the link below to a special *EdWeek* report that looks at the challenges educators face in adapting the standards for students with disabilities, English-learners and gifted students.

[www.edweek.org/ew/collections/standards-report-diverse-2013/index.html?intc=EW-CC1013-EML](http://www.edweek.org/ew/collections/standards-report-diverse-2013/index.html?intc=EW-CC1013-EML)

**Evaluation of Basal Resources:** Student Achievement Partners has a new tool to assist schools and districts as they evaluate basal resources for possible purchase. The tool is part of a larger toolkit created by the Council of Chief State School Officers (CCSSO), Student Achievement Partners and Achieve to assist schools, districts and states in evaluating the alignment of instructional and assessment materials to the Common Core State Standards. Click the links below to access and explore these resources:

- [Toolkit for Evaluating Alignment of Instructional and Assessment Materials to the Common Core State Standards](#)
- [Instructional Materials Evaluation Tool](#)

The tools directly support the expectations of the CCSS and are derived from or are closely aligned with the guidelines provided in the [Publishers' Criteria for Math and ELA/Literacy](#). The Publishers' Criteria were developed from the perspective that publishers and purchasers are equally responsible for ensuring high-quality instructional materials. They do not define, endorse or prescribe curriculum. The tools do not address all factors that may be important in determining whether instructional materials and assessments are appropriate in a given local or state context. The Kentucky Department of Education provides lists of basal resources that have been approved by the State Textbook Commission for use in schools. Current lists are available for [science](#), [mathematics](#) and [practical living/career studies/career and technical education](#). For all other subject areas, districts must follow the [Off-List Notification](#) process.

For questions about the textbook adoption process in Kentucky, please contact Kathy Mansfield, library media/textbooks consultant, at [kathy.mansfield@education.ky.gov](mailto:kathy.mansfield@education.ky.gov)).

**Student voice in the classroom:** [The Measures of Effective Teaching: Student Feedback](#) video demonstrates how to encourage student voice in the classroom to use student feedback to improve teaching and learning.

[www.teachingchannel.org/videos/different-measures-teacher-effectiveness?fd=1](http://www.teachingchannel.org/videos/different-measures-teacher-effectiveness?fd=1)

**Impact of Principal Feedback:** In this paper from the Carnegie Foundation for the Advancement of Teaching, Jeannie Myung and Krissia Martinez suggest ways to maximize the impact of principals' feedback to teachers after classroom visits.

[http://commons.carnegiefoundation.org/wp-content/uploads/2013/08/BRIEF\\_Feedback-for-Teachers.pdf](http://commons.carnegiefoundation.org/wp-content/uploads/2013/08/BRIEF_Feedback-for-Teachers.pdf)

**New Report:** See the new [Formative Assessment That Truly Informs Instruction](#), written by the National Council of Teachers of English (NCTE) Task Force on Assessment and approved by the NCTE Executive Committee on Oct. 21, 2013.

[www.ncte.org/positions/statements/formative-assessment](http://www.ncte.org/positions/statements/formative-assessment)

**New Professional Learning Module:** [Creating Coherence: Connecting Teacher Evaluation and Support Systems to the Common Core](#)

In the GTL Center’s recently released Special Issues brief, [Creating Coherence: Common Core State Standards, Teacher Evaluation, and Professional Learning](#), it introduces a practical way for states and districts to begin to ensure coherent supports for teaching to the Common Core State Standards. To translate these ideas into practice, this new professional-learning module provides a set of “grab, customize and go” materials that state and regional technical assistance providers can use to facilitate work sessions that lead district teams through a collaborative, coherence-building process.

In the work sessions, district teams:

- identify direct and indirect connections between the Common Core, their district teacher evaluation frameworks and their professional development plans, offerings and structures
- identify any gaps in support for teachers’ instruction for the Common Core
- plan for concrete action to strengthen connections and address gaps

**Working on the Work:** The [Working on the Work](#) videos demonstrate how ordinary classrooms, with students who are largely compliant, can be transformed into learning environments where most of the students are engaged and find personal meaning in what they are doing. *Working on the Work* addresses Domain 2-Classroom Environment (Establishing a Culture for Learning) and Domain 3-Instruction (Engaging Students in Learning) in the [Framework for Teaching](#). When teachers establish a culture for learning and create a classroom environment of respect and rapport, students will achieve at higher levels and teachers will experience the success of an engaged classroom. This video series and other instructional resources can be found in [PD360](#).

**Gifted/Talented – PD360 Resources:** [VIDEO](#) – Classic: Metaphorical Expression Strategy – The metaphorical expression strategy is comparing two dissimilar things and addresses the needs of the intuitive/feeling thinker.

**Integrating Technology – PD360 Resources:** A technology-infused classroom is the platform for active, student-centered learning in which the student directs his/her learning and the teacher facilitates and guides the learner. Technology opens up choices for students to demonstrate learning and for teachers to learn alongside the student. [Students expect technology](#) to be infused in the learning process.

[VIDEO](#) The Role of the Teacher in a Technology-Infused Classroom: Technology Pedagogy; Segment 9 of 13

[VIDEO](#) Living in a Technologically-Infused Society Part 1: Technology Pedagogy; Segment 4 of 13

[VIDEO](#) Concepts of Technology Pedagogy: Technology Pedagogy; Segment 2 of 13

[VIDEO](#) Technology Supporting Curriculum Mapping; Segment 5 of 8

[Free Technology for Teachers: Check out this site for ten free resources for middle and high school mathematics teachers.](#)

**Resource: Classroom Management: Narrating Positive Behavior:** The Teaching Empowering Leading and Learning (TELL) Survey results reveal teachers' desire to have specific professional learning and resources that relate to positive behavior support. This short video, [Classroom Management: Narrating Positive Behavior](#), addresses the characteristics of highly effective teaching and learning with a direct connection to components 2B and 2D in the Classroom Environment domain of the Framework for Teaching.

Narrating positive behavior in the classroom allows teachers to reinforce their instructions in a constructive way, drawing attention to desired behavior instead of misbehavior.

Effective behavior narration begins with teachers giving clear, step-by-step directions. After giving directions, teachers identify individuals or groups who are following the instructions and briefly describe their actions to the class.

Learn more about classroom management strategies by viewing the newly added video segments in the [Classroom Management](#) program and other instructional resources in [PD360](#).

## **Announcements**

**Race to the Top Recipients:** The federal government awarded nearly \$77 million in Race to the Top grants to Kentucky educational entities in December.

The White House announced that Kentucky is among the six winners of a Race to the Top-Early Learning Challenge (RTT-ELC) grant to support early learning and development reform agendas. Kentucky received \$44.3 million.

The winning states, which will receive a combined \$280 million, must show a willingness to carry out sweeping improvements to programs focused on children from birth to age 5.

For more information on the Race to the Top-Early Learning Challenge Fund visit the [RTT-ELC website](#).

The U.S. Department of Education also announced that five applicants have won a total of about \$120 million in the second round of the Race to the Top-District (RTT-D) competition.

The Kentucky Valley Educational Cooperative, a consortium of 18 rural districts, received about \$30 million for a plan that will expand distance learning and better train teachers to use technology.

The list of 2013 Race to the Top-District (RTT-D) winners is attached and posted on the federal Department of Education's [website](#).

**FY14 Project Lead the Way (PLTW) Sustainability Grant RFAs Posted:** Biomedical Sciences, Energy Technology, and Engineering Pipeline RFAs can be found on the [KDE Competitive Grants page](#).

The deadline for the submission of questions is 12:00 Noon (EST), February 14, 2014.

The deadline for applications is 4:00 pm (EST), Thursday, March 6, 2014.

## Upcoming Events

**Let's TALK: Conversations about Effective Teaching June 16-17, 2014:** The first Let's TALK: Conversations about Effective Teaching conference was so successful that a second one has been scheduled for next June. The conference for, by and about teachers is sponsored by the Kentucky Department of Education, Kentucky Education Association, Prichard Committee for Academic Excellence and the Fund for Transforming Education in Kentucky. Sessions will focus on practical strategies for implementing the Kentucky Core Academic Standards, including the new science standards, and on the Professional Growth and Effectiveness (PGES) system, among other topics. [Share a flier](#) with your colleagues. If you have questions, please contact Michelle Duke at [talk@kea.org](mailto:talk@kea.org) or (502) 696-8948.