OPGES
Other Professionals Growth & Effectiveness System
OPGES Contacts

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Other Professionals Growth and Effectiveness System (OPGES) – Advisory Committee

Becky Nelson, Franklin County, Library Media Specialist
Dr. Paul Lanata, Jefferson County, Director of Library Media Services
Kathy Mansfield, KDE support

• First meeting: September 23, 2013
• Timeline:
  • 2013-14: Development of system
  • 2014-15: Pilot of evaluation system
  • 2015-16: Full implementation
Professional Growth & Effectiveness System (PGES)

OBJECTIVE
Every student is taught by an effective teacher; every school led by an effective leader.
Other Professionals Growth and Effectiveness System (OPGES) - Pilot

Categories (EPSB certified)

- Library Media Specialists
- School Guidance Counselors/Social Workers
- Speech Language Specialists
- School Psychologists
- School Instructional Specialists
The **Pilot** Requirements

The 2014-15 OPGES pilot will be comprised of individuals who are:

- Tenured
- Have an EPSB certification
- Not in their summative year, unless a counselor*

*If your district is running a dual system during 2014-15 and you are on a yearly summative cycle, you can be in the pilot.
The Pilot Requirements

• **All** districts are required to participate in the OPGES pilot and should identify at least one person from each of the categories.

• Districts may select more than one participant per category.

• Web collector for pilot participants closed August 30.
Sources of Evidence

• Professional Growth
• Observation
• Evaluator
• Peer
• Self Reflection
• Student Growth
• Student Voice
Sources of Evidence

- Professional Growth
- Observation
  - Evaluator
  - Peer
- Self Reflection
- Student Growth
- Student Voice
Common Understanding of Effectiveness

KENTUCKY FRAMEWORK FOR TEACHING
With Specialist Frameworks for Other Professionals
To be used for the pilot of the Other Professional Growth and Effectiveness System ONLY!

Charlotte Danielson
(Adapted for Kentucky Department of Education)
Including crosswalk documents connecting to commonly used national professional organizations for each Category of Other Professionals.

June 2014

Common language for teacher effectiveness

Feb. 2014 version of TPGES
June 2014 version of OPGES
**Common Language**

**Domain 1: Planning & Preparation**

### Component

**1A - Knowledge of Content and Pedagogy**

- **Knowledge of Content and the Structure of the Discipline**
- **Knowledge of Prerequisite Relationships**
- **Knowledge of Content-Related Pedagogy**

In order to guide student learning, accomplished teachers have command of the subjects they teach. They must know how the discipline is organized, the relationships among the concepts and skills that are prerequisite to the understanding of others. They are also aware of typical student misconceptions in the discipline and work to dispel them. But knowledge of the content is not sufficient; in advancing student understanding, teachers are familiar with the particularly pedagogical approaches best suited to each discipline.

<table>
<thead>
<tr>
<th>Critical Attributes</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher makes content errors.</td>
<td>Teacher is familiar with the important concepts but not with the discipline.</td>
<td>Teacher displays solid knowledge of the important concepts and their relationships to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts and their relationships to one another.</td>
<td>Teacher displays extensive knowledge of the important concepts and their relationships to one another.</td>
</tr>
<tr>
<td>Teacher does not consider prerequisite relationships when planning.</td>
<td>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</td>
<td>Teacher plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
<td>Teacher plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
<td>Teacher plans and practice reflect familiarity with a wide range of effective pedagogical approaches to the discipline.</td>
</tr>
<tr>
<td>Teacher plans use inappropriate strategies for the discipline.</td>
<td>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</td>
<td>The teacher plans and practice reflect the discipline and the ways they relate to one another.</td>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Possible Examples</th>
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</thead>
<tbody>
<tr>
<td>The teacher says, “the official language of Brazil is Spanish, just like other South American countries.”</td>
</tr>
<tr>
<td>The teacher plans for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.</td>
</tr>
<tr>
<td>The teacher always plans the same routine to study spelling rules on Monday, every week.</td>
</tr>
</tbody>
</table>

**Essential guidance for observers**

- In a unit on 19th century literature, the teacher incorporates information about the history of the same period.
- Before beginning a unit on the solar system, the teacher surveys the class on their beliefs about why it is hotter in the summer than in the winter.

**Performance Level**

**Indicators**

- The teacher plans for area and perimeter invites students to determine the shape that will yield the largest area for a given perimeter.
- The teacher plans and practice reflect the discipline and the ways they relate to one another.
- The teacher displays extensive knowledge of the important concepts and their relationships to one another.
- The teacher plans and practice reflect understanding of prerequisite relationships among topics and concepts.
INTRODUCTION

This system is based on a continuous cycle of assessment and evaluation within four domains of teaching responsibility presented by Charlotte Danielson in the first and second editions of *Enhancing Professional Practice: A Framework for Teaching* (1996, 2007) and has been developed by the Londonderry (NH) School District for L4L based on the work of Charlotte Danielson which is used with her permission and posts as open content with attribution to Danielson, Londonderry School District and L4L.

Danielson’s four domains are: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The L4L evaluation system parallels her domains, but replaces her second domain with Library Environment. Many of the elements and the components in this domain parallel Danielson’s; however, when necessary, they have been adapted to the role of the school librarian when it differs from the teacher’s role. All elements represent principles of best practice in teaching and school librarianship. Each domain has specific, measurable components to evaluate performance. As a result of self-assessment and conferencing with evaluators, the school librarian’s professional development goals reflect and align with the elements of these evaluative criteria.

**Summary of the Domains**

**Domain 1: Planning and Preparation**

Both directly and indirectly, the school librarian plays an important role in planning for instruction. Supporting instruction requires having the necessary resources available; achieving availability requires knowledge of curriculum and knowledge of students. The school librarian is involved in ensuring that units of instruction help students develop and practice:

- information literacy skills (the ability to define the task/problem/need for information; develop a search strategy; locate, evaluate, and use information effectively)
- the research process
- media and digital literacy and technology skills

This integration requires that school librarians collaborate with teachers in planning, implementing, and assessing some units of study.

**Domain 2: The Library Environment**

In this domain many elements and components are similar to those of the classroom environment. The components of managing classroom procedures and organizing the learning environment have been adapted to meet specific needs within the library. Traffic flow - the ability to move freely and easily within a space - and the importance of self-directed use are important concepts to consider in the organization of the library as a flexible learning environment capable of simultaneously supporting a variety of groups and activities.
## OPGES frameworks

### Domain 1: Planning & Preparation – Library Media Specialist

<table>
<thead>
<tr>
<th>1A - Demonstrating Knowledge of Content Curriculum and Process</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Library Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, literacies, and the research process.</td>
<td>School Library Media Specialist is familiar with the curriculum but cannot articulate connections with literacies and the research process.</td>
<td>School Library Media Specialist displays knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop connections.</td>
<td>School Library Media Specialist displays extensive knowledge of the curriculum, resources, various literacies, and the research process, and is able to develop meaningful connections.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1B - Demonstrating Knowledge of Students</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Library Media Specialist makes little or no attempt to acquire knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist does not understand the need for this information as planning and developing the collection.</td>
<td>School Library Media Specialist demonstrates some knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist occasionally applies this knowledge in planning for instruction, promoting reading, and developing the resource collection.</td>
<td>School Library Media Specialist demonstrates adequate knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist uses this knowledge in planning for instruction, promoting reading, and developing the resource collection.</td>
<td>School Library Media Specialist demonstrates thorough knowledge of the students’ developmental levels, basic skills, backgrounds and interests, as well as abilities and special needs. School Library Media Specialist employs intentional strategies to use this knowledge expertly in planning for instruction, promoting reading, and developing the resource collection.</td>
<td></td>
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</tbody>
</table>
PGES/OPGES Domains

1. Planning and Preparation
2. Classroom Environment
   • Library Environment
3. Instruction/Delivery of Service
4. Professional Responsibilities
Performance Levels for PGES & OPGES

Kentucky Performance Levels

- Ineffective
- Developing
- Accomplished
- Exemplary
KY Framework for teaching with Specialist frameworks is posted on the OPGES webpage.

Domains and components for OPGES professionals are embedded in CIITS/EDS for PGG, self-reflection, observation, etc. (as long as OP is identified in IC w/ correct job title)
WHAT DOES “ACCOMPLISHED” LOOK LIKE FOR LIBRARIANS?
1e - Demonstrating a Knowledge of Literature and Lifelong Learning

School librarian has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning.
2d - Managing Student Behavior
School librarian has established and communicated standards of conduct, monitors student behavior, and usually responds to student misbehavior in ways that are appropriate and respectful to the students.
3a - Communicating Clearly and Accurately
School librarian clearly communicates directions and procedures and is able to recognize when it is necessary to repeat and clarify. Technology is sometimes used to demonstrate and model ways to use the resources and tools in the library and virtual environments.
4b - Maintaining Accurate Records
The school librarian maintains accurate, fairly current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and statistics of library use. These records are reported at the end of the year.
4c: Communicating with School Staff and Community

The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. *(Accomplished Rating)*

- current library website or webpage
- current library brochure
- current library staff and/or student handbook
- monthly parent newsletters
- monthly faculty newsletters
- email communications of new materials
- agendas/flyers/e-mails for library resource trainings
- displays/bulletin boards
- social media posts (Facebook, Twitter, etc.)
Sources of Evidence

- Professional Growth
- Observation
- Evaluator
- Peer
- Self Reflection
- Student Growth
- Student Voice
OPGES Student Growth Goals

• may have more emphasis on local growth rather than state growth
• might not be directly related to academic data
• use many sources of data
• can focus on Kentucky’s Library Media standards
OPGES Student Growth Goals

• will impact other academic areas
• will have samples available created by the OPGES Advisory Committee, librarians in the field, effectiveness coaches, and PGES consultants
• are not completed until after the school year begins in order to determine that year’s students’ needs
• 1 goal per year required by state
• Can be specific to a particular group/grade level
• Uses data beyond K-PREP or MAP tests
• Non academic goals of OPGES will still impact academic growth
Questions to Consider

1. What matters most for my content area?

2. How do I know? – What standards, expectations, etc. guide my work?

3. What makes it meaningful?
Standards for the 21st-Century Learner
Standards for the 21st-Century Learner

4 anchor standards:
1. Inquire, think critically, and gain knowledge.
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
3. Share knowledge and participate ethically and productively as members of our democratic society.
4. Pursue personal and aesthetic growth.
Student Growth: What is enduring?

Learning that:
• **ENDURES** beyond a single test date,
• is of value in other disciplines,
• is relevant beyond the classroom (applying learning to new and unique situations),
• is worthy of embedded, course-long focus,
• may be necessary for the next level of instruction,
• requires critical thinking (analyzing, creating and evaluation).
Where can I find the standard for understanding the organization of the library or knowing about the Dewey Decimal System?

1.1.4: Find, evaluate, and select appropriate sources to answer questions.

4.1.4: Seek information for personal learning in a variety of formats and genres.
Student Growth: What is enduring?

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SGG: Measurable

• What sort of student data does your school collect?
• What sort of data do you collect in the library?
• Which data can you use to measure student growth?
Before August

1st weeks of school

Know the expectation of content area standards

Identify the Enduring Skills in the content area standards

Identify what proficiency looks like for the Enduring Skills

Identify sources of evidence to measure students’ level of proficiency

Target students’ priority need

Establish baseline
### Think and Plan Guidance for Developing Student Growth Goals

**Purpose:** This document is a summary form a teacher completes for conferencing with their administrator. The column to the right provides guidance, detail, and hyperlinks for completing the process and the template.

#### Step 1: DETERMINE NEEDS

<table>
<thead>
<tr>
<th>Identify the context of the identified class, as selected by teacher in collaboration with principal, including student population.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the course-long interval of instruction (e.g., \textit{trimester, semester, one school year}).</td>
</tr>
</tbody>
</table>

**Guiding Questions**

In collaboration with colleagues, identify the \textit{enduring skills*}, concepts, and processes for my content area (facilitator's guide, process ppts, example).

- Based on my content standards, what are the \textit{enduring skills*}, concepts and processes students should master by the end of the school year/course?
- Do the identified skills, concepts and processes represent...
Determining Needs

• Begin with looking at data to get to know your students
  • previous years’ data
  • conversations with previous teachers
  • formative assessment process
  • student work
Decide on sources of evidence that can provide pre- and post-data on student progress toward the identified skills and concepts for your content area.
Situation

Pre-assessment of 10th graders using a reliable assessment tool shows that many are unfamiliar with how to use the library’s online database of resources to locate materials for information needs or pleasure reading.
Library Media Standard

1.1.8: Demonstrate mastery of technology tools for accessing information and pursuing inquiry.

Anchor Standard 1: Inquire, think critically and gain knowledge

Enduring Learning

Evaluate resources for inquiry

Grade Level Benchmark

Use a range of electronic resources efficiently, effectively, and safely by applying a variety of search and evaluation strategies.
By the end of the 2014-15 school year, all of the 10th grade students will show growth in their ability to use technology tools to access information and pursue inquiry. Each student will improve by two or more levels on a rubric developed by district librarians for measuring a student’s ability to use the online database of library resources to locate and evaluate materials to meet a need. 75% of the students will score proficient or above on the rubric.
Establish Baseline Data

Situation

Pre-assessment of 5th graders using circulation statistics from the previous year and reader interest/patterns surveys shows that the majority of students are choosing to read a narrow choice of genres (1-2 genres).
Library Media Standard

4.1.4: Seek information for personal learning in a variety of formats and genres.

Anchor Standard 4: Pursue personal and aesthetic growth

Enduring Learning

Read and reflect on a wide variety of genres

Grade Level Benchmark

Select books from favorite authors and genres; try new genres when suggested.
By the end of the 2014-15 school year, all of the 5th grade students in Mrs. __’s class will show growth in reading a variety of genres. Each student will demonstrate growth by reading at least 2 additional genres as shown by a rubric incorporating beginning of year/end of year circulation reports, reading patterns inventories and student response/reflection. At least 75% of the students will meet proficiency as indicated using the rubric.
Sources of Evidence

- Professional Growth
- Observation
  - Evaluator
  - Peer
- Self Reflection
- Student Growth
- Student Voice
Sources of Evidence

- Professional Growth
- Observation
- Evaluator
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- Student Growth
- Student Voice
THE FRAMEWORK for librarians
Professional Growth Goals

1. What do I want to change about my practice that will effectively impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?
Professional Growth Goal (PGG) Evidence

- Professional growth data is not student growth data
- PGG should show evidence of change in teacher practice

Examples of evidence:

- PL agenda or completion certificate
- Observational data
- Staff or student surveys
- Website hits
1. What do I want to change about my practice that will effectively impact student learning?
2. How can I develop a plan of action to address my professional learning?
3. How will I know if I accomplished my objective?
4c: Communicating with School Staff and Community

The school Library Media Specialist communicates with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. (*Accomplished*)

The school Library Media Specialist communicates inconsistently with the school staff and community to keep them informed and to promote the use of the library program, new resources and services. (*Developing*)

School Library Media Specialist does not communicate with the school community about the library program and services. (*Ineffective*)
During the 2014-15 school year, I will improve my communication of library programs, resources, and services to the school community by improving the school library website. I will review school library websites, attend conference sessions or webinars about effective library websites, and read/study articles and/or blog posts about quality school library website design. Growth will be evidenced by increased traffic to the school library website, student/parent/staff feedback surveys, before/after screenshots of web pages, and self-reflection.
What do I want to change about my practice that will effectively impact student learning?

During the 2014-15 school year, I will improve my communication of library programs, resources, and services to the school community by improving the school library website. I will review school library websites, attend conference sessions or webinars about effective library websites, and read/study articles and/or blog posts about quality school library website design. Growth will be evidenced by increased traffic to the school library website, student/parent/staff feedback surveys, before/after screenshots of web pages, and self-reflection.
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Teacher drafts goal

Teacher shares goal with principal via CIITS

Principal approves goal or asks for revision

Teacher implements learning strategies for attaining PG goal

Teacher reflects on progress; principal and teacher discuss progress

PGG Process on going
Sources of Evidence

- Professional Growth
- Observation
- Evaluator
- Peer
- Self Reflection
- Student Growth
- Student Voice
Observation (Evaluator/Peer)

Observations/Site Visits

• Evaluator will be observing/reviewing all 4 domains
• Evaluator may observe the “other professional” during planning time or when no students are present
• Evaluator may observe samples/evidence to support domains 1 & 4 instead of just domains 2 & 3
Primary evaluators will be “Teachscape” certified.

Primary evaluators will receive extra guidance on what OPGES observations look like.

Primary evaluators should pre-conference with the “other professional” to understand what might be observed.
Example of Guidance Document narrative

Domain 1: Planning & Preparation

Preparing displays, newsletters, and websites to promote resources fits in this category (as well as in Domain 4). Previewing books and digital content, locating resources, and prepping technology and/or the library facility for use are part of Domain 1.
Observation (Evaluator/Peer)

Example of Guidance Document narrative

Domain 4: Professional Responsibilities

You may observe or have discussions on how the librarian prepares the library to have applicable resources for all teachers and students. You may discuss the budget and purchasing process. You may observe the cataloging and processing of materials, as well as the weeding of resources and equipment to keep holdings current.
How many observations/conferences will be required for each individual?

- All teachers/professionals have 4 observations by their summative year. The usual cycle is 3 principal observations and 1 peer observation.
  - See the District CEP for the observation cycle determined by your district.
Sources of Evidence

- Professional Growth
- Observation
- Evaluator
- Peer
- Self Reflection
- Student Growth
- Student Voice
Student Voice

- All Teachers/Professionals will participate in a Student Voice Survey. Student Voice is required by KY regulation.
- Feedback will be gathered during the OPGES pilot.
- OPGES Student Voice Survey will not be administered until Spring 2015.
• Results used to provide formative feedback and evidence of effectiveness

• **One source of evidence** used to determine an educator’s Overall Professional Practice Rating.

• Results are to be used in a professional conversation between teacher and evaluator for professional learning needs.
Creating global minds, cultural competency through high-tech classroom connections
Students at Menifee County High School participate in a virtual exchange program with a school in Kabul, Afghanistan.

**Headlines**

**SCAAC to meet**
7/11/2014 12:00:00 AM
The School Curriculum, Assessment, and Accountability Council (SCAAC) will meet Tuesday, July 15, from 9 a.m. until 4 p.m. ET in the State Board Room on the first floor of the Capitol Plaza Tower in Frankfort. See news release for more information.

**Grants available for districts that raised attendance age**
7/9/2014 12:00:00 AM
The check will be in the mail soon for 53 Kentucky districts that raised the attendance age. For more information, see the news release.
Other Professionals Professional Growth and Effectiveness System

Published: 7/2/2014 3:48 PM

The vision for the Professional Growth and Effectiveness System (PGES) is to have every student taught by an effective teacher and every school led by an effective principal. The goal is to create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth. OPGES is a portion of the PGES system designed for Other Professionals who have a nontraditional educational setting. Other Professionals will use the Kentucky Framework for Teaching-Specialist Frameworks, which includes five unique frameworks designed specifically for the Other Professional job responsibilities. Other Professionals will use these specialist frameworks during the summative evaluation process, just like classroom teachers will use the Kentucky Framework for Teaching.

Other Professional Categories
- School counselors – may be in summative year
- School level library/media specialists
- School psychologists
- School instructional specialist/curriculum coaches
- School speech therapists

Participant Requirements
- Must be certified through EPSB

OPGES FAQs
OPGES Overview Powerpoint
Everyone needs to know about the OPGES Pilot can be here.

OPGES Pilot Participation Web Colloidal
The sign up for participating in the OPGES Pilot is now available. Please click here to access the sign up list, regarding who should participate in the pilot. More details to sign them up, and here for a video that walks you through the directions. All participants should have signed up for the OPGES Pilot by September 15. Please contact Amy Kasten at 502-859-5380 if you have any further questions.
CIITS
EDUCATOR DEVELOPMENT SUITE (EDS)
SCAAC to meet
7/11/2014 12:00:00 AM
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Grants available for districts that raised attendance age
7/9/2014 12:00:00 AM
The check will be in the mail soon for 53 Kentucky school districts that have raised the compulsory school age from 16 to 18 in the past year. See news release for more information.

Future business leaders bring home national honors
7/8/2014 12:00:00 AM
Kentucky students and advisors were among the national winners at the recent 2014 National Future Business Leaders of America (FBLA) Conference in Nashville. See news release for more information.

School Report Cards
School and District Report Cards provide detailed information about each school and district, including test performance, teacher qualifications, student safety, awards, parent involvement and much more.

Best Practices
On this KDE website, search for best and promising practices to support school/district improvement or submit a best practice for consideration.

College & Career Readiness for All
Kentucky’s vision is that all public school students are prepared for life after high school and ready for college and/or careers.

Delivery
KDE is using the Delivery process to establish yearly targets and five-year goals to help schools, districts and our state meet high expectations.

Innovation
"Innovation" is a critical element of the agency’s strategic goals as we strive to make every child college and career ready.

Continuous Instructional Improvement Technology System (CIITS)
The Continuous Instructional Improvement Technology System is a multi-phase, multi-year project designed to provide Kentucky public school educators with the resources they need to carry out highly-effective teaching and learning in every classroom.
Sign In

School District: Kentucky Department of Educ

Username

Password

Sign In

First Time Logging In To CIITS: Click here

Forgot Your CIITS Username or Password: Click here

Need Help: 1-855-435-7459, email ciitshelp@schoolnet.com or Click here
Assisting Teachers

- Provide CIITS training and/or practice sessions
- Share PGES resources (webpage, videos, toolkits, etc.)
- Forward newsletters and information
- Provide hard copies of frameworks (TPGES and OPGES) in folders in the library
PGES Co-op Field Consultants

WKEC: Dennis Bledsoe
GRREC: Sheila Thompson
GRREC: Kellie Thompson
SESC: Greg Smith
SESC: Brenda Hammons
CKEC: Mike Cassady

OVEC: Norma Thurman
OVEC: Tracey Harris
KEDC: Charles Rutledge
KVEC: Jennifer Carroll
KVEC: Abbie Combs
NKCES: Jenny Ray
KDE Effectiveness
Coaches

WKEC: Audrey Harper
GRREC: Monica Osborne
SESC: Mike York
CKEC: Rebecca Woosley

OVEC: Carol Franks
KEDC: Wayne Stevens
KVEC: Stacy Noah
NKCES: Kelly Stidham
Questions?

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