**Plan for Full Scale Implementation by September 2014**

 **(District)**

|  |  |
| --- | --- |
| Month | TPGES |
|  | **Principals** | **All Teachers** | **Peer Observers** |
| Jan. 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| Feb. 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| March 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| April 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| May 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| June 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| July 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| August 2014 | * Scale-up work with entire staff for 2014-15 full

Implementation |  |  |
| Sept. 2014 | **All teachers and principals will implement all aspects of the PGES and PPGES.** |

As your district creates your scaling plan so your teachers and leaders will be ready for full implementation next September, think about what needs to happen or be in place now to support all teachers and leaders (not just those participating in the pilot this year), in preparation for full implementation when school begins next fall. The lists below are not all-inclusive, but they are meant to inform your conversations and help you think about what needs to be a part of the scaling plan you will create to support full implementation of the PGES next September.

**For the PGES** – Have you included how and when you will:

* develop teachers’ working knowledge of the *Kentucky Framework for Teaching?*
* build teachers’ understanding of the observation process?
* build teachers’ capacity for developing and implementing relevant Professional Growth Goals?
* build teachers’ understanding and their capacity for developing and implementing quality Student Growth Goals?
* make decisions about who will be the peer observers – and how to build their capacity?
* build teachers’ understanding of how to use the data from Student Voice surveys to impact their own professional growth and improve their practice?
* develop teachers’ capacity to independently access and use EDS effectively?
* Develop teachers’ capacity to independently access and use the PD 360 resources to support their professional growth?

**For the PPGES** – In addition to all the competencies listed for the PGES, consider principals’ goal setting process and all the capacities principals will need to have to provide effective feedback and support for teachers they lead.