

SPENCER COUNTY PUBLIC SCHOOLS
Board of Education Agenda Item

Item # _____ Meeting Date 3/25/2013

Topic/Title The Declaration of Intent for Teachers/Principals

Presenter _____

Origin

_____ Topic presented for information only (*no board action required*).

X Action requested at this meeting.

_____ Item is on the consent agenda for approval.

_____ Action requested at future meeting, _____ (date).

_____ Board review required by –

_____ State or federal law or regulation

_____ Board of Education policy

_____ Other _____

Previous Review, Discussion or Action

_____ No previous Board review, discussion or action

_____ Previous review or action

Background/Summary of Information

Professional Growth and Effectiveness System (PGES)

PGES is designed to meet the requirements of the NCLB Waiver.

The goals of the PGES include:

1. Every student will be taught by an effective teacher and every school led by an effective principal..
2. Create a fair and equitable system to measure teacher and leader effectiveness and act as a catalyst for professional growth.

Each district is being asked to either adopt the PGES or design their own evaluation system which includes the six bullets on the attached document (District Declaration of Intent to Adopt).

The Certified Evaluation Committee have met and determined unanimously to ask the Board of Education to approve the PGES.

SUPERINTENDENT'S RECOMMENDATION

Recommend approval of the PGES system in Spencer County Schools. Pilot expanded to include us in 2013-2014 with statewide implementation to follow.

District Declaration of Intent to Adopt

The Kentucky Department of Education is developing an evaluation and support system that goes beyond NCLB's minimum Highly Qualified Teacher (HQT) standards, provides more meaningful information about the effectiveness of teachers and principals, and can be used to inform professional development and improve practice. This system, informed by research that affirms that educators have significant and lasting effects on student learning, draws on multiple measures of instructional and leadership practices to measure and support teacher and principal effectiveness. Kentucky has received an ESEA waiver that requires the state develop, adopt, pilot, implement, and sustain a fair and rigorous evaluation and support system for teachers and leaders.

The district local evaluation committee, as required by 704 KAR 3:345, has agreed that the district intends to adopt one (1) of the following by March 29, 2013.

OPTION 1: State-Developed Option

The District intends to adopt the Kentucky Professional Growth and Effectiveness System.

Both systems use multiple measures including student growth, student voice surveys, observations, self-reflection and professional growth planning to measure and support an individual teacher's and principal's growth and effectiveness.

OR

OPTION 2: Locally-Designed Option

The District intends to develop a local teacher and principal effectiveness system.

**This completed plan must be submitted to the Kentucky Department of Education by December 15, 2013.*

In addition to adhering to Kentucky statutes and regulations related to teacher and principal evaluation, the LEA must commit to develop, adopt, pilot, and implement, with the involvement of teachers and principals, teacher and principal evaluation and support systems that:

- (1) will be used for continual improvement of instruction;
- (2) meaningfully differentiate performance using at least three performance levels;
- (3) use multiple valid measures in determining performance levels, including as a significant factor data on student growth for all students (including English Learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources, such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys);
- (4) evaluate teachers and principals on a regular basis;
- (5) provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development; and
- (6) will be used to inform personnel decisions.

LEAs must develop and implement teacher and principal evaluation and support systems that are consistent with these guidelines. To ensure high-quality implementation, LEAs must provide assurance that all teachers, principals, and evaluators will be trained on the evaluation system and their responsibilities in the evaluation system. As part of developing and implementing these evaluation and support systems, an LEA must also use student growth data on current students and the students taught in the previous year to, at a minimum, teachers of reading/language arts and mathematics in grades in which the State administers assessments in those subjects. Additionally, locally-designed systems must use growth data on current students in non-tested grades and subjects. All growth data must be used in a manner that is timely and informs instructional programs.

LEAs must provide assurances and evidence that the system is research-based and valid across the local system.

***If your district chooses this option, you will receive a follow up email with more detailed requirements and assurances for locally-designed option.*

Districts should complete board approval of their selection prior to the March 29, 2013 deadline so their intent can be reported to KDE.

PROFESSIONAL GROWTH and EFFECTIVENESS SYSTEM

Supporting Kentucky's Great Teachers and Leaders

*An effective teacher in every classroom;
an effective leader in every school*

Effective teaching and school leadership depend on clear standards and expectations; reliable feedback; and the tools, resources and support for professional growth and continuous improvement. The Kentucky Department of Education, with the guidance and oversight of a teacher and a principal effectiveness steering committee, is designing, developing and field testing a new statewide Professional Growth and Effectiveness System (PGES).¹

The PGES is designed to measure teacher and leader effectiveness and serve as a catalyst for professional growth and continuous improvement and is a key requirement of Kentucky's Elementary and Secondary Education Act (ESEA) flexibility waiver and the state's Race to the Top grant.



The Teacher PGES (TPGES)

A common language and understanding of effective teaching is the foundation of the TPGES. Thus, Kentucky has adopted the Framework for Teaching based on the work of Charlotte Danielson. The framework includes indicators of effective teaching in five domains of practice:

- Planning and Preparation
- Classroom Environment
- Instruction
- Professional Responsibilities
- Student Growth

Multiple Measures for Teachers

Teaching is too complex for any single measure of performance to capture it accurately. Assessing effective teaching requires multiple, valid measures supported by evidence.

Observation – A principal is trained and certified to objectively identify effective teaching and document a teacher's professional practice on multiple occasions, both formally and informally, in order to provide high-quality feedback that can be used to improve practice.

Peer Observation – A trained colleague observes and documents another teacher's professional practice to increase observation reliability and provide supportive and constructive feedback that can be used to improve practice.

With the passage of Senate Bill 1 in 2009, Kentucky embarked on a comprehensive system of education reform integrating:

- relevant and rigorous standards
- aligned and meaningful assessments
- highly effective teaching and school leadership
- data to inform instruction and policy decisions
- innovation
- school improvement

All are critical elements of student success, but it is great teaching supported by great leadership that will ensure all Kentucky students are successful and graduate from high school college/career-ready.

"Feedback and evaluation systems depend on trustworthy information about teaching effectiveness to support improvement in teachers' practice and better outcomes for students."

— Ensuring Fair and Reliable Measures of Effective Teaching, MET Project, January 2013



Reflection – A teacher performs critical self-examination of practice on regular basis to deepen knowledge, expand a repertoire of skills and incorporate findings to improve practice.

Professional Growth – A teacher engages in professional growth planning specific to individual needs based on feedback and data from multiple sources and self-reflection.

Student Growth – The impact a teacher has on a student or set of students as measured by multiple sources of data over time.

Student Voice – Student perception surveys provide a reliable indicator of the learning environment and give voice to the intended beneficiaries of instruction.

¹ Key stakeholder groups include teachers, principals, superintendents, the Kentucky Education Association, Jefferson County Teachers Association, Kentucky Association of School Administrators, Kentucky Association of School Superintendents, Kentucky School Boards Association, Kentucky Association of School Councils, the Kentucky PTA, Partnership for Successful Schools, Prichard Committee for Academic Excellence, Council on Postsecondary Education and Educational Professional Standards Board.

The Principal PGES (PPGES)

Standards:

- Instructional Leadership
- School Climate
- Human Resources Management
- Organizational Management
- Communication and Community Relations
- Professionalism
- Student Growth

Measures:

- Self-Reflection
- Professional Growth Planning
- Observations
- Student Growth

Critical Data Sources:

- TELL Kentucky Survey of Working Conditions
- Vanderbilt Assessment of Leadership in Education (Val-ED 360)



The PPGES includes:

- benchmark behaviors for each of the principal performance standards
- a focus on the relationship between principal performance and improved student learning and growth
- the use of multiple data sources for documenting performance, including opportunities for principals to present evidence of their own performance as well as student growth
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement and increases principals' involvement in the evaluation process
- a support system for providing assistance when needed.

Performance and Professional Growth for Teachers and Principals

In the PGES, evidence from multiple measures will provide a performance level rating and inform a course of action designed to support the continuous improvement of practice.

Principals will identify professional learning opportunities based on an individual teacher's needs.

A principal who does not meet district expectations will receive support addressing areas of concern through targeted supervision and additional resources.

Continuum of performance for teachers/principals

Ineffective Developing Accomplished Exemplary

Timeline for Implementation of PGES

2012-13

- Field test in 50+ districts
- Measures defined
- Feedback collected; validity studies
- Revisions to tool and process

2013-14

- Statewide Pilot
- Feedback collected; reliability studies
- Frameworks and process finalized

2014-15

- Full statewide implementation
- Part of accountability in Spring 2015

Information and resources for implementing PGES

Teacher PGES website: <http://1.usa.gov/TTw0Gm>

Principal PGES website: <http://1.usa.gov/UARVQs>

PGES mailbox: teacherleader@education.ky.gov

Kentucky Teacher: www.kentuckyteacher.org

